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ABSTRACT

Research on reading readiness is listed in two sections: Part 1, 1950 to the present, and Part 2, 1900-1949. Within each section citations are alphabetized according to author's last name and are followed by a descriptive abstract in Part 1 and a brief annotation in Part 2. A broad definition of reading readiness ranging from maturation as a factor to intensive training programs was employed so that users with varying concepts of readiness would find this document helpful. Source material for this bibliography was drawn from the seven basic references of the ERIC/CRIER document collection: Published Research Literature in Reading 1964-66, 1950-63, and 1900-49; USOE Sponsored Research on Reading; Recent Doctoral Dissertation Research in Reading; International Reading Association Conference Proceedings Reports on Elementary Reading; and International Reading Association Conference Proceedings Reports on Secondary Reading. (CM)

ERIC CRIER

reading
review
series

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Research on Elementary Reading:
Reading Readiness

Compiled by
Jane Burton
and
Larry A. Harris
Indiana University

AA000353

ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

. . . a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

ERIC/CRIER Reading Review Series

Volume 2 Bibliography 15

Research on Elementary Reading: Reading Readiness

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March, 1969

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

In 1966, the United States Office of Education recognized the need for more efficient use of information and research in education by creating a national network of resource centers. These centers were charged with the responsibility of acquiring, storing, retrieving, analyzing, and disseminating information in selected areas of education. The Educational Resources Information Center (ERIC) system began with twelve such centers and presently consists of nineteen.

The Clearinghouse on Reading (ERIC/CRIER), located at Indiana University, specializes in information related to the following scope note:

> The Clearinghouse on Reading is responsible for acquiring research reports, materials and information related to all aspects of reading behavior with emphasis on physiology, psychology, sociology, and the teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.[1]

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

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[1] A complete description of the organization and development of ERIC/CRIER and a review of its products and services is available from the Clearinghouse. Write to: ERIC/CRIER, 200 Pine Hall, Indiana University, Bloomington, Indiana 47401.

Research on Elementary Reading: Reading Readiness, is the first of a series of bibliographies related to reading in the elementary school. Documents reported in the first part of the bibliography are recent in nature, having been written since 1950, and are reported by citation and abstract. Part two of the bibliography contains citations and brief one or two sentence annotations for documents published prior to 1950. Both parts are arranged in alphabetical order according to the author's last name.

Sources of Information

The ERIC/CRIER document collection is undoubtedly one of the most complete reservoirs of information on reading in the country. Numerous professional organizations, institutions of higher learning, government agencies, and individual researchers have cooperated in building this excellent collection of research and research-related documents on reading. This bibliography has drawn on the seven basic references which make up the bulk of the ERIC/CRIER document collection. A brief description of each reference is provided below:

ERIC/CRIER BASIC REFERENCE NUMBER 1

Published Research Literature in Reading, 1950-1963, (ED 012 834).

Presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of

> investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service--known as EDRS--(See Appendix A for complete ordering information) in microfiche or hard copy reproductions.[2] (Microfiche $1.50 and hard copy $19.90). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the published journal literature for the most part and are available in libraries with good journal collections. The documents included from this reference will have the form of the following samples when they appear in the bibliography.

> 3382
> Baker, Emily V. "Reading Readiness Is Still Important," Elementary English, 32 (January 1955) 17-23.
>
> 4843
> Deutsch, Cynthia P. "Auditory Discrimination and Learning: Social Factors," Merrill-Palmer Quarterly of Behavior and Development, 10 (July 1964) 277-96.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from Published Research Literature in Reading, 1950-1963 will have numbers from 2882 to 4803 inclusive.

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[2] A microfiche (MF) is a 4" x 6" film card which contains up to 60 pages of text and must be read in a microfiche reader. Hard copy (HC) is a 6" x 8" reproduction, about 70 percent as large as the original text.

ERIC/CRIER BASIC REFERENCE NUMBER 2

Published Research Literature in Reading, 1964-1966, (ED 013 969).

Presents 849 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $0.75 and hard copy $9.10). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the published journal literature and are also available in libraries which have good journal collections. The documents selected from this reference will appear in the same form as those cited for Basic Reference Number 1.

Note that a four digit ERIC/CRIER identification number also precedes each of the above document citations. Documents from Published Research Literature in Reading, 1964-1966 will have numbers from 4804 to 5345 inclusive for the years 1964-1966 and numbers from 6253 to 6562 inclusive from the year 1966-1967.

ERIC/CRIER BASIC REFERENCE NUMBER 3

USOE Sponsored Research on Reading, (ED 016 603).

Provides a listing of important research completed on reading and closely related topics. Relevant issues of Research in

Education and Office of Education Research Reports, 1956-65 were reviewed and documents which discussed research on reading and allied topics selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents are available from the ERIC Document Reproduction Service. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

This reference can be purchased from EDRS in microfiche or hard copy. (Microfiche $0.50 and hard copy $5.30). The ED number listed above must be used in ordering this reference.

The documents reported from this reference have been taken from a more extensive collection reporting USOE sponsored research in all areas of education.[3] All documents listed from this reference can be ordered from EDRS in microfiche or hard copy using the ED number and prices given with each document. The documents included from this reference will have the form of the following samples when they appear in the bibliography:

6609
Efron, Marvin. A Study of the Relationship of Certain Oculomotor Skills to Reading Readiness. 55 p. (CRP-S-211, University of South Carolina, Columbia, 1956) ED 003 470, microfiche $0.25, hard copy $2.85 from EDRS/NCR.

6641
Horn, Thomas D. A Study of the Effects of Intensive Oral-Aural English Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One. 115 p. (CRP-2648, University of Texas, Austin, 1966) ED 010 048, microfiche $0.50, hard copy $5.85 from EDRS/NCR.

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[3] The complete collection is titled: Office of Education Research Reports, 1956-65, Indexes (OE-12028) $2.00, and Office of Education Research Reports, 1956-65, Resumes (OE-12029) $1.75. Both can be ordered by sending a check or money order to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from USOE Sponsored Research on Reading will have numbers from 6563 to 6706 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 4

Recent Doctoral Dissertation Research in Reading, (ED 012 693).

> Lists dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were noted. A comprehensive analytical abstract was prepared by a professional in reading who worked from the summary reported for each dissertation. In many instances the dissertation itself was reviewed in preparing the abstract. As much information as possible on the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred seventy-nine theses are listed alphabetically by the author's last name.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $2.00 and hard copy $11.05). The ED number listed above must be used in ordering the reference.

Copies of the documents reported from this reference can be ordered from University Microfilms, Ann Arbor, Michigan in positive microfilm or hardbound xerographic form.

The order number and microfilm and xerography prices are included with the citation data for each entry in the bibliography. The order number and author's name must accompany requests for dissertations. Orders should be sent to: University Microfilms, A Xerox Company, 300 North Zeeb Road, Ann Arbor, Michigan 48106. There is a minimum charge of $3.00 for any order plus shipping and handling charges and any applicable taxes. Payments should not be sent with orders; the purchaser will be billed at the time of shipment.

Further information on ordering dissertations can be obtained by writing University Microfilms. The documents included from this reference will have the form of the following sample when they appear in the bibliography:[4]

> 6799
> Ferguson, Nelda Unterkircher. The Frostig--An Instrument for Predicting Total Academic Readiness and Reading and Arithmetical Achievement in First Grade. 54 p. (Ph.D., The University of Oklahoma, 1967) Dissertation Abstracts, 28, No. 6, 2090-A. Order No. 67-15,890, microfilm $3.00, xerography $3.00 from University Microfilms.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from Recent Doctoral Dissertation Research in Reading will have numbers from 5348 to 5727 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 5.

International Reading Association Conference Proceedings Reports on Elementary Reading, (ED 013 197).

Lists the important papers published in the yearly conference proceedings of the International Reading Association in Elementary Reading since 1960. The complete text of each paper is provided. The 345 papers are presented within the following categories--(1) The Objectives and Goals in Reading, (2) Reading Programs, (3) Teacher Education, (4) Reading Materials, (5) Methods and Grouping, (6) Reading Skills, (7) Early Reading Instruction, (8) Pre-School Reading, (9) Reading Readiness, (10) Reading in the Content Areas, (11) Reading and the Bilingual Child, (12) First-Grade Reading, (13) Linguistics and Reading Instruction, (14) Reading and the Disadvantaged, (15) Reading in Other Countries, and (16) The Diagnosis and Treatment of Reading Difficulty. This bibliography should be useful to practitioners and researchers interested in elementary reading. An author index is included.

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[4] Another compilation of doctoral research related to reading listing theses completed from 1919 to 1960 is also available. The document is available through EDRS. The complete citation and ED number are as follows: Doctoral Studies in Reading, 1919-1960 (ED 011 486, microfiche $0.50, hard copy $4.50).

This reference can be purchased in microfiche and hard copy from the ERIC Document Reproduction Service. (Microfiche $4.25 and hard copy $56.85).

The documents contained in this reference can be ordered only as a complete unit from the ERIC Document Reproduction Service. The ED number listed above _must_ be used in ordering the document collection. The documents included from this reference will have the form of the following samples when they appear in the bibliography:

> 6102
> Gmeiner, Charlotte. "The Kindergarten Contributes to Reading Readiness," _Reading and Inquiry_. International Reading Association Conference Proceedings, 10 (1965) 452-454.
>
> 6232
> Kephart, Newell C. "Reading Readiness in the Brain Injured," _New Frontiers in Reading_. International Reading Association Conference Proceedings, 5 (1960) 66-68.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from _International Reading Association Conference Proceedings Reports on Elementary Reading_ will have numbers from 5908 to 6252 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 6

> _International Reading Association Conference Proceedings Reports on Secondary Reading_, (ED 013 185).
>
> Lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the Association since 1960. The complete text of each paper is provided. The papers are presented within the following categories--(1) Reading Programs, (2) Reading Personnel, (3) Methods and Grouping, (4) Developing Reading Skills, (5) Materials, (6) Reading and Content Areas, (7) Developing Interests and Tastes, (8) Linguistics and the Teaching of Reading, (9) The Library and the Reading Program, (10) Reading and the Bilingual Student, (11) Reading and the Disadvantaged, and (12) The Diagnosis and Treatment of Reading Difficulties. This bibliography should be useful to practitioners and

researchers interested in secondary reading. An author index is included.

This reference can be purchased in microfiche or hard copy from the ERIC Document Reproduction Service. (Microfiche $2.25 and hard copy $29.00).

The documents contained in this reference can be ordered only as a complete unit from EDRS. The ED number listed above _must_ be used in ordering the document collection. No documents from this Basic Reference are included in the bibliography on reading readiness.

ERIC/CRIER BASIC REFERENCE NUMBER 7

Published Research Literature in Reading, 1900-1949, (ED 013 970).

Presents 2,883 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listings are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $2.00 and hard copy $24.90).

The documents reported from this reference have been added as a supplementary section to the bibliography to aid the researcher interested in earlier research on reading readiness. The documents in this reference have appeared in the published journal literature and are available in libraries which have good journal collections. The documents from this reference will have the following form when they appear in the bibliography:

1864
Dean, Charles D. "Predicting First-Grade Reading Achievement," _Elementary School Journal_, 39 (April 1939) 609-16.

1927
Petty, Mary Clare. "An Experimental Study of Certain Factors Influencing Reading Readiness," *Journal of Educational Psychology*, 30 (March 1939) 215-30.

Note that an ERIC/CRIER identification number precedes each of the above document citations. This number serves to identify documents from this reference. Documents from *Published Research Literature in Reading, 1900-1949* will have numbers from 2 to 2883 inclusive.

Purpose of the Bibliography

Numerous requests are received at ERIC/CRIER for information on a variety of topics. Since each request cannot be handled individually because of the cost and time involved in custom searches of the document collection, the more frequently requested topics are given special attention by the Clearinghouse staff. A bibliography is subsequently prepared and made available to users of the ERIC system through the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Copies of the bibliography are available in microfiche (MF) or hard copy (HC).

Reading Readiness Defined

It is unlikely that all persons using this bibliography will have exactly the same purpose in mind or even the same concept of what constitutes reading readiness. Consequently the broadest possible definition was used in deciding whether or not documents should be included in this bibliography. The strategy for including documents was to select on a broad basis so that users of the bibliography could reject items of little special interest to them.

David H. Russell identifies a number of factors related to reading readiness in his book Children Learn to Read:

> Some regard it [readiness] as an expression of interest or purpose. Others describe it with emphasis upon general maturation which occurs in rather regular physical, mental, and other ways in most individuals. Some teachers and writers stress maturation in specific matters such as visual equipment or emotional security in a peer group. Still others believe that readiness depends upon information or abilities developed during educational experiences. It seems probable that readiness is usually a composite of all these, with the influence of any one factor depending upon the type of activity involved.[5]

Documents selected on the basis of Russell's broad definition will range from those that emphasize maturation as a factor in readiness to those that focus on intensive training programs as a means for developing readiness. This bibliography includes documents from both extremes as well as those representing a more medial position. Indeed, Durkin's recent analysis of reading readiness in the 1968 NSSE Yearbook supports a point of view which recognizes readiness as both a product of maturation and background experience. Her work with children who read early makes her views on the matter of reading readiness especially significant.

Updating the Bibliography

Any bibliography quickly becomes dated. Therefore, additional searching on reading readiness will be necessary in order to include recent documents not listed herein. Users are encouraged to search the usual abstracting and indexing tools such as Education Index, Sociological Abstracts, Psychological Abstracts, and Current Index to Journals in Education to gather recent published literature. Current issues of *Dissertation Abstracts* will alert the user to appropriate doctoral dissertations. *Research in Education*[6] is the best possible source of new USOE reports. IRA Conference Proceedings are usually available in a local library and occasionally in *Research in Education*.

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[5] Russell, David H. Children Learn to Read. (New York: Blaisdell Publishing Company, 1961.) p. 167.

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[6] Subscriptions are available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $21.00 a year, domestic mailing and $26.75, foreign mailing.

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Part I

Recent Information on Reading Readiness, 1950 Onward

5349
Abbott, Robert Franklin. *The Prediction of First Grade Reading and Numbers Achievement by Means of Psychological Tests*. 157 p. (Ed.D., The University of Tennessee, 1963) *Dissertation Abstracts*, 25, No. 2, 1020-21. Order No. 64-4869, microfilm $2.75, xerography $7.40 from University Microfilms.

The use of multiple regression equations utilizing different numbers of variables to predict reading and number achievement in the first grade was studied. The sample consisted of 51 students from two first-grade classes. The tests administered to the subjects included the Reading Sub-Test and the Numbers Sub-Test of the Metropolitan Readiness Test (Form R), the Stanford-Binet Intelligence Scale (Form L-M), the Bender-Gestalt, the Hunter-Pascal Concept Formation Test, and the McGuire Index of Social Status. The author states in his findings that "neither equation using six predictor tests was any more accurate than the equations using four predictor tests when the Hunter-Pascal Test and the Reading Sub-Test were dropped from the reading achievement equation and the Hunter-Pascal Test and the McGuire Index of Social Status were dropped from the numbers achievement equation." The author concludes by stating that "the two best predictors were the Numbers Sub-Test of the Metropolitan Readiness Test and the Stanford-Binet Intelligence Scale for reading achievement and the Reading Sub-Test and the Numbers Sub-Test of the Metropolitan Readiness Tests for numbers achievement."

6710
Adams, Roger Morrison. *The Effect of Pre-Reading Instruction in Certain Letter and Blend Sounds on Reading Achievement at the End of First Grade*. 168 p. (Ph.D, University of Minnesota, 1967) *Dissertation Abstracts*, 28, No. 8, 3060-A. Order No. 68-1520, microfilm $3.00, xerography $7.80 from University Microfilms.

The effect of prereading instruction in certain letter and blend sounds on first-grade reading achievement was investigated. Complete data were collected on 285 first-grade pupils who were assigned to experimental and control groups. Analyses of covariance considered treatment, sex, and achievement level. The primary conclusion drawn from test results was that some advantage to first-grade reading achievement is derived from a prereading program in letter and blend sound instruction. A tentative conclusion was that there is no necessity to differentiate letter and blend sound instruction on the basis of sex or achievement level.

6107
Alshan, Leonard M. "Reading Readiness and Reading Achievement," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 312-13.

To develop a set of diagnostic materials for use in assessing reading readiness and to determine relationships of several factors of reading readiness, 82 children from seven New York City classrooms were tested during and at the end of first grade. Formal tests and newly created materials were used for both testing periods. Significant results ranked five predictors of reading achievement as follows: (1) auditory blending and consonant combinations, (2) teachers' ratings of readiness, (3) visual discrimination, (4) letter names and consonant sounds, and (5) oral language proficiency. Analysis of results indicated that more attention should be paid to auditory blending, that visual discrimination was perhaps an overrated factor, and that oral language was probably not as important to beginning reading as to reading in intermediate grades.

6259
Anderson, Harry E., Jr., White, William F., Bushaw, W. L., and Olson, Arthur V. "Relative Importance of Reading Readiness Factors as Perceived by Various Teacher Groups," Perceptual and Motor Skills, 24 (June 1967) 899-902.

Eight factors found by Loree to be highly related to reading readiness were ranked by three groups of male and female teachers with varying teaching experience -- the elementary-experience group (ELEM), the secondary-experience group (NOELEM), and the no-experience group (NOTEACH). Rankings were analyzed by Friedman's two-way analysis of variance and Kendall's Coefficient of Concordance. Mental age, experiential background, and emotional adjustment were ranked high by the ELEM group, and vision and experiential background were ranked high by the NOELEM group. Emotional adjustment, mental age and vision were ranked high by the NOTEACH group. Given low ranking were health and hearing by the ELEM group; health, hearing, and adjustment to school by the NOELEM group; and hearing and adjustment to school by the NOTEACH group. There was significant consistency in ranking among the three groups, although there was variation within groups. Tables and references are given.

3475
Anderson, Irving H., Hughes, Byron O., and Dixon, W. Robert. "The Relationship between Reading Achievement and the Method of Teaching Reading," The University of Michigan, School of Education Bulletin, 27 (April 1956) 104-108.

The relationship between method of teaching reading and reading achievement was examined. A comparison of the distribution of age of learning to read was made between students at the University School of the University of Michigan and a public school. Based on the Gates Primary Reading Test, 66.8 percent of the boys and 86.3 percent of the girls from the public school achieved a reading age of 84 months at or before the chronological age of 84 months. The same can be said for only 44.9 percent of the boys and 60.8 percent of the girls from University School. The informal readiness approach used by the University School apparently delayed beginning reading and maximized individual variation. The systematic approach employed by the public school enabled children to read early and reduced individual variation. A comparison of reading ages through the sixth grade revealed that the difference in method did not have a lasting effect and that reading could be taught successfully either way. A table and a graph are included.

5359
Anderson, Russell Wallace. Effects of Neuro-Psychological Techniques on Reading Achievement. 55 p. (Ed.D., Colorado State College, 1965) Dissertation Abstracts, 26, No. 9, 5216-17. Order No. 65-14, 796, microfilm $2.75, xerography $3.00 from University Microfilms.

The effects of cross pattern creeping and walking exercises on the reading achievement of two selected groups of elementary students were investigated. Fifty-eight intermediate level students, matched according to grade level, sex, reading achievement, and intelligence, were involved in the first experiment. Cross pattern exercises were done by the experimental group 30 minutes per day for a 10-week period. The California Short-Form Test of Mental Maturity was used as the indicator of intelligence, and the Gates Reading Survey was used to measure reading ability. No significant differences were found between experimental and control groups in reading achievement, nor between pupils of higher or lower intelligence, nor between students who obtained lower initial reading achievement scores and students who obtained higher initial reading scores. Two kindergarten classes of 59 students, taught by the same teacher using the same materials and teaching technique, were involved in the second experiment. The experimental group contained students who averaged 7 months younger than the control group. The experimental class was given creeping and walking exercises 25 minutes per day for a 7-week period. All students were given a pre- and a post-reading readiness inventory. No significant difference was found in changes in readiness scores as a result of the treatment.

5360
Andres, Micaela Coloma. Growth Curves and Factor Pattern Changes in First Grade Reading Readiness, Reading Achievement and its Prediction. 296 p. (Ph.D., The Florida State University, 1965) Dissertation Abstracts, 26, No. 8, 4488-89. Order No. 65-15, 438, microfilm $3.80, xerography $13.50 from University Microfilms.

First-grade children's longitudinal growth was studied under the basal readers program (control) and an extended, intensified, enriched, and systematic reading readiness program (experimental). Six measures of reading readiness were administered in September, November, January, and March. The data were analyzed by race, sex, and age groups. Factor pattern changes in reading readiness were investigated. End-of-year reading achievement was analyzed in terms of main and interaction effects of race, treatment, sex, and age. Relationships between reading readiness and achievement were studied. Multiple regression equations and expectancy tables were developed. It was found that growth was continuous in Pattern Copying, Identical Forms, Auditory Discrimination, Phonemes, Word Meaning, and Listening; was more rapid during the first than during the second 2-month training period; and leveled off during the third. There were no significant differences between the experimental and control treatments in first-grade reading achievement. Phonemes were the best single predictor among the readiness tests. Additional findings are included.

5362
Angus, Margaret Mary Dunn. An Investigation of the Effects of a Systematic Reading Readiness Program at the Kindergarten A Level. 171 p. (Ed.D., Wayne State University, 1962) Dissertation Abstracts, 23, No. 5, 1618-19. Order No. 62-3864, microfilm $2.75, xerography $8.00 from University Microfilms.

This study attempted to answer the following questions: (1) What are the effects of systematic reading readiness instruction and of incidental readiness instruction upon reading readiness of children? (2) To what extent are the effects of the programs influenced by individual differences, sex, method, intelligence, and socioeconomic status? (3) To what extent are the effects of the program influenced by the interaction of the variables of the study? In the systematic approach, workbooks, experience charts, labeled objects in the classroom, sequence picture stories, and charts of rhymes were used. The incidental approach utilized a traditional kindergarten program. Four groups of two schools each were selected for comparison. The schools were equated on socioeconomic status. The Detroit Reading Readiness Test and the Detroit Beginning First Grade Intelligence Test were administered to 320 kindergarten pupils in eight schools. The reading readiness test was again administered at the end of the 8-week period. An analysis of covariance design was used to determine the main effects and the interaction effects for the variables in the study. The author concluded (1) that the systematic program was somewhat more effective than the incidental approach, (2) that the intelligence quotient influences growth in reading readiness, and (3) that methods of teaching and intelligence influence growth more than individual differences or socioeconomic status.

3382
Baker, Emily V. "Reading Readiness Is Still Important," Elementary English, 32 (January 1955) 17-23.

The importance of reading readiness was discussed by examining the reading situation which existed among a group of middle grade children in one school system. The findings presented did not result from a controlled experiment. Included in the study were all of the pupils whose scores fell below the national norms on a reading test administered the second month they were in the fourth, fifth, or sixth grade, and for whom test scores obtained their year in first grade were available. The children were given intensive work in reading in the early grades, thus producing high scores on standardized tests. None of the 216 children in this study, many of whom were reading at or above norm in the first grade, were reading at the national norm when the last test considered in this study was administered. Little evidence of experiences of enrichment was included in the records of the children. It was concluded that reading must be recognized as a process of getting meaning from abstract symbols and must be preceded by and continuously reinforced by many enriching, direct experiences which will give meaning to those symbols. Tables are included.

4363
Balow, Irving H. "Sex Differences in First Grade Reading," Elementary English, 40 (March 1963) 303-06, 320.

A study is reported in which sex differences in first-grade reading achievement are evaluated when the readiness level is held constant. The study was conducted in a middle-class suburb of St. Paul, Minnesota, where 13 first-grade classrooms were randomly selected with 302 children -- 151 boys and 151 girls -- constituting the sample. Selection of subjects was based on results of the Gates Readiness Tests, with post-tests given at the semester's end. Mean scores on paragraph reading as measured by the Gates Primary Reading Tests, according to Sex, IQ level, and readiness level are shown in tabular form. Significant differences are noted both in table and discussion. A summary and references are included.

3808
Banham, Katharine M. "Maturity Level for Reading Readiness," Educational and Psychological Measurement, 43 (Summer 1958) 371-75.

A checklist of things that children between 6 and 7 years of age usually like to do is presented as a guide for determining the level of mental, physical, social, and emotional maturity of children. The list is divided into 10 outdoor activities and 10 indoor activities. The validity of many of the items in the list was based on more than 20 years of observational studies reported by Arnold Gesell, Edgar A. Doll, and other child study specialists. Preliminary trials with the Maturity Level Check List and comparison with scores on reading achievement tests have shown that the checklist has some validity, depending upon the rater's accuracy of observation and checking. If the Maturity Level Check List is used according to instructions after careful observation of the children to be rated, it should provide a practical supplement to intelligence tests and reading readiness tests in judging when children are ready to profit by lessons in reading.

6108
Barrett, Thomas C. "Performance on Selected Prereading Tasks and First Grade Reading Achievement," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 461-64.

An investigation determined information upon which to base the development of a battery of prereading tasks that permitted a cross-validation of earlier studies and an evaluation of the predictive relationships of seven prereading tasks to early reading achievement. It was concluded (1) that letter recognition and discrimination of beginning word sounds were good predictors of early reading achievement; (2) that knowing letter names did not necessarily ensure success in beginning reading; (3) that end-sound discrimination, shape completion, and copy-a-sentence might be of diagnostic value; and (4) that the battery did not permit precise achievement prediction but offered possibilities for determining abilities. Further studies are recommended, and references are included.

6099
Barrett, Thomas C. "Predicting Reading Achievement through Readiness Tests," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 26-28.

Five reading readiness tests were analyzed for content and possible uses. With only two exceptions, different samples of content appeared in each. General visual discrimination was tested by all five tests, and visual discrimination of words, by four tests. Readiness tests did not correlate highly with achievement tests, but they did measure factors related to achievement. Three observations were made about the use of readiness tests: (1) they should be selected with specific instructional situations in mind, (2) they should be combined with teacher observations, and (3) they should be chosen to measure abilities needed for reading programs with specific goals.

4811
Barrett, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, 18 (January 1965) 276-82.

The problem of visual discrimination tasks involved in reading readiness is discussed. The study involved nine tests of reading readiness of which seven involved visual discrimination. The nine tests were administered to a stratified random sample of 26 first-grade classes. The results of the nine tests were compared with reading achievement scores at the end of the same school year to find what were the relative contributions of the nine reading readiness factors. Multiple regression analysis was used to test significance. The results indicated that Reading Letters and Numbers, Pattern Copying, and Word Matching made relatively strong contributions to predicting first-grade reading achievement. The usefulness of Picture Directions and Word Card Matching were limited in predicting first-grade reading achievement. Intelligence was not a valuable factor in a majority of situations as were a number of tests requiring visual discrimination. Chronological age was negatively related to reading achievement.

5368
Barrett, Thomas Clifford. The Relationship between Selected Reading Readiness Measures of Visual Discrimination and First Grade Reading Achievement. 237 p. (Ph.D., University of Minnesota, 1962) Dissertation Abstracts, 24, No. 1, 193. Order No. 63-4271, microfilm $3.10, xerography $10.80 from University Microfilms.

Reading readiness factors in first graders were studied to determine the relationship of visual discrimination to reading achievement. The total sample of 632 subjects consisted of 331 boys and 301 girls. Seven of the nine factors involved were visual discrimination measures: Gates Picture Directions Test, Gates Word Matching Test, Gates Word-Card Matching Test, Pattern Copying Test, Gates Reading Letters and Numbers Test, Picture Squares Test, and the Reversals Test. Additional measures were the Gates Primary Word Recognition Test, Gates Primary Paragraph Reading Test, Chronological Age, and the Lorge-Thorndike Intelligence Tests. The multiple regression analysis indicated that the Reading Letters and Numbers Test was the best single predictor of first-grade reading achievement, but no cause and effect relationship was implied. The optimum combination of variables for predicting first-grade reading achievement was Reading Letters and Numbers, Pattern Copying, and Word Matching. Reading readiness measures used did not predict paragraph reading as well as they predicted word recognition and were more successful in predicting boys' reading achievement than girls'. Girls were significantly superior to boys on both measures of reading achievement. Predictive relationships appeared to be heightened when reading readiness tasks were similar to reading in terms of the visual discrimination abilities required. Pattern Copying was felt to be worth incorporating into reading readiness as a predictor of reading achievement.

6723
Beauchamp, Joan M. The Relationship between Selected Factors Associated with Reading Readiness and the First Grade Reading Achievement of Students Instructed in the Initial Teaching Alphabet. 105 p. (Ph.D., Syracuse University, 1967) Dissertation Abstracts, 28, No. 4, 1200-A, Order No. 67-12, 053, microfilm $3.00, xerography $5.20 from University Microfilms.

One hundred and eighty-two first-grade children were pretested to obtain a measure of reading readiness. The four tests used were: (1) Thurstone Pattern Copying, Experimental Edition, (2) Thurstone and Jeffrey, Identical Forms, Experimental Edition, (3) Pintner-Cunningham and Durost, Pintner-Cunningham Primary Test, Form A, Revised 1964, and (4) Murphy and Durrell, Murphy-Durrell Diagnostic Reading Readiness Test, 1964. The Early-to-Read i/t/a Program and The Downing Readers were used as instructional material for a period of 140 days with an average of about 2 hours of reading and related language arts instruction per day. The Stanford Achievement Test was used in the post-testing session. The study revealed that girls scored significantly higher than boys on three out of seven predictor variables -- phoneme identification, capital letters, and identical forms. All but one of the reading readiness factors, learning rate, were useful for predicting reading achievement of the i/t/a instructed children. The use of a combination of reading readiness factors was superior to the use of one factor in the prediction of all but one criterion variable -- vocabulary.

6684
Bibliography on Reading, Supplement I. 14 p. (BR-5-0215-17, OEC-5-10-239, Harvard University, Cambridge, Massachusetts, July 1966) ED 011 317, microfiche $0.25, hardcopy $0.80 from EDRS/NCR.

This supplementary bibliography contains materials on various aspects of reading ability and reading instruction. Unannotated references are provided to 110 documents dating mainly from 1960 to 1966. Research reports, journal articles, conference papers, and unpublished manuscripts are listed. Subject areas included are (1) basal reading, (2) the initial teaching alphabet, (3) linguistics and reading, (4) programed reading, (5) reading readiness and achievement, (6) causes and corrections for reading difficulties, (7) prediction of reading ability, (8) beginning reading, and (9) literacy training.

2995
Bing, Lois B. "Bibliography: Visual Problems in Schools, 1945-1950," Journal of the American Optometric Association, 22 (May 1951) 596-605.

An extensive bibliography of publications from 1945 to 1950 dealing with visual problems in schools is given. Sources are organized under the following categories: (1) causal factors in reading difficulty including general studies and specific studies on hearing, speech, vision, and neurological factors, (2) eye movement studies, (3) perception studies and perceptual training reports, (4) physical factors such as illumination, leading, print, and paper, (5) reading rate, (6) reading readiness, both general and visual, (7) visual fatigue, and (8) visual surveys in schools, comparison of tests, and visual acuity studies.

6109
Bing, Lois B. "Vision Readiness and Reading Readiness," Improvement of Reading through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 268-71.

The importance of vision to beginning reading is discussed, and it is concluded that some children are not visually ready to read upon entering first grade. Such students need professional help of some kind before reading instruction begins. Thus readiness programs should include visual testing and training as needed and should begin in nursery school and home activities. Teachers should be constantly alert for symptoms of visual difficulty which children display in the classroom, because present-day knowledge can help these students reach their achievement potentials.

4185
Blakely, W. Paul and Shadle, Erma M. "A Study of Two Readiness-for-Reading Programs in Kindergarten," Elementary English, 38 (November 1961) 502-05.

A study to compare the effectiveness of readiness books and experience programs in developing readiness and potential for reading in kindergarten children is described. Two groups of 28 kindergarten children (14 boys, 14 girls in each) in a suburban school in St. Louis County, Missouri, were evaluated by the Reading Readiness section of the Metropolitan Readiness Test (Form R), the informal Reading Readiness Appraisal Check List, and a Maturity Check List. The readiness program for the experimental group was centered around experience activities arising from the children's needs and interests. The readiness program of the control group was centered around the Scott, Foresman "We Read Pictures" readiness workbook. At the end of the training period both groups were given Form S of the Metropolitan Test, the Maturity Check List, and the Scott, Foresman New Basic Reading Test. Analysis of the results indicates that girls profit from either program while boys make greater gains under the experience-activity approach. Tables and references are included.

6734
Bosworth, Mary H. Pre-Reading: Improvement of Visual-Motor Skills. 144 p. (Ed.D., University of Miami, 1967) Dissertation Abstracts, 28, No. 9, 3545-A. Order No. 67-16, 858, microfilm $3.00, xerography $6.80 from University Microfilms.

An evaluation was made of the use of an arbitrarily determined sequence of learning activities for improving visual-motor skills of kindergarten subjects. All children received the regular kindergarten instruction, and the experimental group additionally received differentiated teaching of visual-motor skills. The Visual-Motor Test and the Betts Word Form Test were used before and following the experimental period. Conclusions of the study were that the ability of kindergarten pupils to reproduce selected geometric figures was amenable to training and that word discrimination ability was improved by training in the reproduction of selected geometric figures.

3488 ;
Bradley, Beatrice E. "An Experimental Study of the Readiness Approach to Reading," Elementary School Journal, 56 (February 1956) 262-67.

The readiness approach to reading was investigated. Two groups of 31 first-grade children, matched as closely as possible on the basis of sex, chronological age, intelligence quotient, and the father's socioeconomic status, were studied for a 2-year period. The program of the experimental group was built on the concept of readiness. In the control group, formal systematic instruction in all subjects was provided immediately upon entrance to grade 1. Test results indicated that the children who participated in the readiness program attained a degree of achievement in reading equal to that of the control group by the end of the second year. By the end of the third year, in skills such as work-study, basic arithmetic, and language, the experimental group was above grade standard and showed slight gains over the control group. The early intensive start in reading and other academic subjects did not result in greater gains for the control group. The pupils in the experimental group had many more experiences than those in the control group. The programs and tests used are described. Tables and implications for the educational program are included.

4194
Brazziel, William F. and Terrell, Mary. "An Experiment in the Development of Readiness in a Culturally Disadvantaged Group of First Grade Children," Journal of Negro Education, 31 (Winter 1962) 4-7.

The hypothesis that a guidance approach to registration and school induction and an intensified teacher-parent approach to the creation of reading and number readiness would overcome cultural disadvantages was tested. Twenty-six Negro first-grade children of Millington, Tennessee, were used as an experimental group and three first-grade sections of 25, 21, and 20 children respectively were used as control groups. The majority could be classified as culturally disadvantaged. The experimental group was introduced into the school under a special program which included a separate registration day and luncheon for parents, individual conferences with parents, weekly group work with parents to discuss the progress of the program, a 30-minute educational television program which was watched daily by the children at home, and the experiences of the Scott, Foresman Readiness Series for the children at school. The Metropolitan Readiness Test was administered at the end of the 6-week readiness period and the Detroit Intelligence Test was given at the end of 7 months of study. Results clearly supported the hypothesis. The gains of the experimental group in specific areas are presented in table form.

3819
Bremer, Neville. "Do Readiness Tests Predict Success in Reading?" Elementary School Journal, 59 (January 1959) 222-24.

An investigation was made to test whether or not readiness tests accurately predict success in reading. The test scores of 2,069 pupils in the primary grades in the public schools of Amarillo, Texas, were examined. During the first month of first grade the pupils were given the Metropolitan Readiness Tests, Form R; at the beginning of the second year of school they were given the reading subtests of the Gray-Votaw-Rogers General Achievement Tests, Primary Test, Form Q. Only a slight relationship was shown between the scores of first graders on the readiness tests and the scores they made later on the achievement tests. It is suggested that readiness tests are of more use in pointing out the deficiencies in the reading readiness of individual pupils than in predicting achievement in reading. References and a table are included.

6740
Breon, William James. A Comparison of Kindergarten and First Grade Reading Readiness Programs. 153 p. (Ed.D., University of Southern California, 1967) Dissertation Abstracts, 27, No. 11, 3606-A. Order No. 67-5292, microfilm $3.00, xerography $7.20 from University Microfilms.

An experimental group of 63 kindergarten pupils was administered a reading readiness program suggested in the teacher's manual of the Ginn book, "Fun with Tom and Betty." A control group of 131 first graders was administered the same program. The Metropolitan Readiness Test was given to the experimental group immediately following completion of the treatment and at the beginning of the first grade. It was found that the reading readiness skills were retained through the summer vacation. At the end of the first grade, both groups were given the California Reading Achievement Test and the Wide Range Reading Achievement Test. No difference in reading achievement was found between children given reading readiness programs in kindergarten and those given reading readiness programs in first grade. It was concluded that it is possible to conduct a reading readiness program in kindergarten.

3702
Burroughs, G. E. R. A Study of the Vocabulary of Young Children. Educational M^onographs, No. 1. (Birmingham, England: University of Birmingham, Institute of Education, 1957) 104 p.

The speaking vocabulary of children about to learn to read was investigated. A survey was made of 330 representative children between 5 and 6½ years of age with equal numbers of boys and girls in each 6-month age interval. The group represented both rural and urban areas in the English Midlands. Data were collected by 165 college students, each working with two children from one of the three age ranges. Eleven 10-minute periods were devoted to testing and word-gathering from free conversation and/or picture books. Each new word was recorded and lists were consolidated and separated for age range for each sex. This list of 3,504 different words was further divided according to use and frequency. Findings were compared with 11 other word lists from America and Scotland. A core vocabulary was defined as one used by 50 percent of the participants. It was concluded that of the words used in speech by English children, only about one-third are core words -- 99 from a list of 273. These are accompainied by a larger fringe vocabulary which is shared with half or fewer members of the peer group. Complete lists of vocabularies studied and a bibliography of 65 items are included.

6747
Burtis, Eleanore. Effects of a Reading Program Presented Prior to Grade One on Reading Achievement and Pupil Behavior. 216 p. (Ed.D., Rutgers-The State University, 1965) Dissertation Abstracts, 27, No. 2, 324-A. Order No. 66-6768, microfilm $3.00, xerography $9.90 from University Microfilms.

The effects of formal reading instruction or no formal reading instruction presented in the year prior to first grade were studied. Scores of children who entered the year preceding grade 1 in September 1959 and those who entered the year preceding grade 1 in September 1960 were used in the study (N=112). The groups were designated as follows -- the 1959 groups which received formal instruction were #1 and #2a, and the groups who did not receive formal instruction were designated #2b and #3. The 1960 group receiving formal instruction was #4, and the group not receiving formal instruction was #5. Readiness tests, an achievement test, and an intelligence test were administered. Classroom behavior ratings in the areas of cooperation, acceptance of responsibility, and self-control in grades 1, 2, and 3 were collected. Analysis of variance was used to analyze the data. It was concluded that the comparison of achievement scores of treatment #2a and #2b indicated significant differences favoring #2a. No significant interaction between reading achievement scores and sexes occurred between treatments #2a and #2b. Further conclusions are indicated.

6687
Cazden, Courtney B. Some Implications of Research on Language Development for Preschool Education. 31 p. (BR-5-0215-29, OEC-5-10-239, February 1966) ED 011 329, microfiche $0.25, hardcopy $1.65 from EDRS/NCR.

Recent research on language development was reviewed, and the difficulties of transforming developmental research into prescriptions for education were discussed. Research findings and recommendations for preschool teaching were made under the following headings -- (1) the acquisition of grammar, structure of language, (2) the acquisition of vocabulary, (3) the acquisition of multiple functions of language, (4) the acquisition of a standard dialect, (5) the relation of language to nonverbal behavior, (6) beginning reading, and (7) elementary education. The author suggests that the preschool child, especially the disadvantaged child, may be helped most in language development by enlarging his linguistic repertoire rather than by trying to correct his nonstandard form. The need for elementary school programs to provide reinforcement for the innovations of preschool programs was emphasized. This paper was prepared for the Social Science Research Council conference on preschool education, Chicago, February 7-9, 1966.

6759
Charry, Lawrence Bernard. The Relationship between Prereading and First Grade Reading Performances and Subsequent Achievement in Reading and Other Specified Areas. 162 p. (Ed.D., Temple University, 1967) Dissertation Abstracts, 28, No. 3, 960-A. Order No. 67-11, 418, microfilm $3.00, xerography $7.60 from University Microfilms.

A longitudinal study of children's achievement at the prereading, end of first grade, and fourth-grade levels was conducted. Data from 77 students were compared. The prereading measures showing the highest relationships with end of first-grade reading achievement were the Numbers subtest, the Metropolitan Readiness Tests, the Wechsler Intelligence Scale for Children, the Van Wagenen Range of Information, and two word opposites tests. The Metropolitan Readiness Tests and the Numbers subtest showed the most substantial relationships to fourth-grade reading. Relationships between reading at the end of first and end of fourth grades were substantial, especially with tests demanding simple and basic reading skills. It was found that the effectiveness of a prediction index decreased as the number of grades it encompassed increased. A more generalized concept of overall educational readiness was suggested. The skills, abilities, and understandings required in the Numbers, Perception of Relations, and Range of Information tests should be analyzed and used to strengthen readiness programs.

5408
Condie, LeRoy. An Experiment in Second-Language Instruction of Beginning Indian Children in New Mexico Public Schools. 148 p. (Ph.D., University of New Mexico, 1961) Dissertation Abstracts, 22, No. 8, 2713-14. Order No. 61-5268, microfilm $2.75, xerography $7.00 from University Microfilms.

Classes of rural public school kindergarten and pre-first-grade teachers were utilized to explore the possibility that the achievement of beginning Indian children in learning oral English and readiness for reading could be improved when teachers were trained in effective techniques of second-language instruction. The groups taught by the teachers the year prior to the experiment served as control groups. The experimental program included a list of 2,053 words as the goal of second-language instruction, extensive picture libraries especially prepared for the introduction of vocabulary, three-dimensional objects, use of tape recorder and filmstrips, games, finger plays, picture books, blocks, flannel boards, phonograph records, and other aids. The teachers attended scheduled workshops at a university where methods of second-language instruction were demonstrated. Picture vocabulary tests were administered periodically providing an indication of pupil progress. The control groups taught under improvised techniques the previous year were compared to the experimental groups by use of the Metropolitan Readiness Test given to all groups after one year of instruction. The author concluded that, on total reading scores, three of the four groups compared showed significant differences in favor of the experimental program.

5412
Cordes, Amy Eleanore Embertson. The Relationship of Oral Language Ability to the Reading Achievement of First Grade Boys. 261 p. (Ph.D., University of Minnesota, 1965) Dissertation Abstracts, 26, No. 1, 196-97. Order No. 65-7875, microfilm $3.40, xerography $11.95 from University Microfilms.

The relationship between select oral language abilities and reading achievement of first-grade boys was studied. A random sample of 351 subjects stratified on buildings was obtained from a population of 1,019 first-grade boys. Complete measures were obtained on 305 of the Bloomington, Minnesota, Public School sample. Readiness measures were: chronological age, Berko Morphology Test of ability to apply grammatical rules to new words, 10 response segments of five each to 10 pictures each focusing on a specific activity, total word output and mean of the five longest remarks, and intelligence. Reading measures were: the Gates Primary Sentence Reading Test, the Gates Primary Paragraph Reading Test, the Gates Advanced Primary Word Recognition Test, and the Gates Advanced Primary Paragraph Reading Test. It was concluded that the language tests used did not differentiate markedly among these students; that these language measures were not highly related to reading success; and that intelligence and chronological age of boys entering first grade are important factors to consider.

6770
Corliss, William Sherman. A Comparative Study of Two Kindergarten Courses of Study: Development, Functioning, and Evaluation. 225 p. (Ed.D., Wayne State University, 1965) Dissertation Abstracts, 28, No. 9, 3357-A. Order No. 66-1230, microfilm $3.00, xerography $10.15 from University Microfilms.

The purpose of the study was to determine the effect of an incidental-informal and a written subfirst-grade kindergarten course of study upon the reading readiness level attained by kindergarten children. The written subfirst-grade course of study (1) improved children's learning in arithmetic and language arts, (2) changed the relationship of boys' and girls' readiness for reading and arithmetic by socioeconomic strata, and (3) increased the range of reading readiness scores attained by children. Both courses attained the same measurable results in science, music, social science, art, and physical education. Chronological age was the most significant variable affecting level of reading readiness attained by children.

4843
Deutsch, Cynthia P. "Auditory Discrimination and Learning: Social Factors," Merrill-Palmer Quarterly of Behavior and Development, 10 (July 1964) 277-96.

The slum child's inability to discriminate and recognize speech sounds and his difficulty in skills which are dependent on good auditory discrimination are discussed. The environment and the developmentdeal level of the child are hypothesized as important factors in the development of auditory discrimination. Several studies relating to the development of auditory discrimination skills are presented. Data from a number of projects using the Wepman Auditory Discrimination Test are given. The apparent importance of auditory discrimination and general auditory responsiveness for verbal performance and reading ability is noted. Tables and references are included.

6779
DiMeo, Katherine Pappas. Visual-Motor Skills: Response Characteristics and Pre-Reading Behavior. 284 p. (Ph.D., University of Miami, 1967) Dissertation Abstracts, 28, No. 7, 2552-A. Order No. 67-16, 866, microfilm $3.65, xerography $12.85 from University Microfilms.

The investigation was undertaken to study facets of kindergarten subjects' visual-motor skills and the relationship between achievement in these skills and a measure of visual-perception reading readiness.

Three tests, a test of finger agnosia, the Lorge-Thorndike Intelligence Test, and the Word-Form Test of the Betts Ready-to-Read Tests, were given individually. A visual-motor, a visual-haptic-kinesthetic, and a visual-discrimination test were administered. Kindergarten subjects' conceptual systems did not appear to contribute to their visual-motor skill. Visual-motor achievement tended to be distributed according to properties of the stimulus with a wide range of achievement for each geometric form and a differentiated distribution from one form to another. Haptic-visual equivalences tended to be achieved more readily than haptic-kinesthetic equivalences. When visual-discrimination subtests were differentiated in terms of stimulus characteristics, they tended to be significantly related, but not to the degree that they appeared to measure a unitary ability. Visual-motor skill appeared to be related to achievement in intersensory equivalences and to achievement in visual discrimination of geometric forms. Achievement in word discrimination appeared most highly related to those measures which focused on perceiving differences in stimulus characteristics of geometric forms.

5424
Di Nello, Mario C. WISC Subtest Patterns as Predictors of Reading Achievement of First Grade Boys. 103 p. (Ph.D., The University of Iowa, 1965) Dissertation Abstracts, 26, No. 10, 5862. Order No. 66-3422, microfilm $3.00, xerography $5.20 from University Microfilms.

A study was conducted to determine whether the end-of-year reading achievement of first-grade boys could better be predicted by some combination of the Wechsler Intelligence Scale for Children (WISC) scores and reading readiness subtest scores than by either of these measures used independently, whether first-grade boys assigned to extreme (high and low) reader groups on the basis of their performance on a reading achievement test given at the end of first grade (with IQ controlled) show unique subtest patterns on a WISC administered at the beginning of the year, and whether there would be any reliable differences between their Verbal and Performance scores. One hundred twenty subjects were selected randomly from a population of first-grade boys from the Iowa City Community School District. Eliminated from the sample were boys who had repeated kindergarten or first grade or who had been identified as mentally retarded, physically handicapped, or emotionally maladjusted. The subjects ranged in age from 6-0 to 7-2 with a mean age of 6-7. Their WISC Full Scale IQ's ranged from 84 to 139 with a mean of 112.7. The Metropolitan Reading Achievement Test was used as a criterion measure, and subtests of the Harrison-Stroud Test and WISC Subtests, WISC Verbal and Performance, and Full Scale Scores were used independently and in combination with each other as predictor variables. Reading readiness variables contributing significant betas to the final Pearson r correlation were Using Symbols, Using Context and Auditory

Clues, and Giving the Names of the Letters. The only WISC subtest which contributed a significant beta in combination with subtests of the Harrison-Stroud Test was Arithmetic. Information, Digit Span, and Object Assembly subtests contributed significant betas to the final Pearson r correlation. No reliable differences in WISC scores were obtained between the two reader groups. Numerical correlations are included.

5427
Donn, Patsy Alvanell. The Relationship between Reading Readiness and Level of Adjustment in the Intermediate Grades. 115 p. (Ed.D., North Texas State University, 1965) Dissertation Abstracts, 26, No. 7, 3753. Order No. 65-15, 114, microfilm $3.00, xerography $5.60 from University Microfilms.

The relationship of first-grade reading readiness to levels of adjustment and to achievement in the intermediate grades was examined. Factors of reading readiness considered were sex, intelligence, chronological age at entry, reading readiness, reading achievement, and school grades. The population studied included 410 boys and 415 girls enrolled in the intermediate grades in the schools of a city in Texas. Measures were obtained with the SRA Achievement Series, Harrison-Stroud Reading Readiness Profiles, California Test of Mental Maturity, and Ullmann's "Forced Choice Test" as a level of adjustment. The measure of school grades was obtained from permanent record folders. All factors investigated were found to be related to level of adjustment at the intermediate level. The factors of reading readiness which were related to levels of adjustment and achievement at the intermediate level were sex, chronological age at school entry, and IQ. Boys in general seemed to be more adversely affected in adjustment and achievement by starting to school younger than 6 years 7 months than were girls. Additional findings, recommendations for future study, and recommendations for curricular change are included.

3718
Duggins, Lydia A. "Experimental Studies in Auditory Perception in Beginning Reading," Auditory Perception in the Beginning Reading Program. College Bulletin, Southeastern Louisiana College, 13 (January 1956) 12-18.

Three experimental studies designed to evaluate the effect of early auditory experiences on children's reading achievement and to alalyze the most effective time for presentation of these experiences are reported. The program provided by the Denham Springs (Louisiana) Elementary School gave specific auditory training to two of the four first-grade classes, beginning with the readiness period. No auditory training was given during the second grade to any of the classes, and reading achievement was not tested until the ninth month of the second grade. The Ponchatouls (Louisiana) Schools gave training in auditory perception to two of the four first grade classes, beginning with the readiness period. Pupils were tested with the Gates Primary Reading Achievement Tests at the ninth month of the first grade. The Laboratory School of Southeastern Louisiana College did not introduce the auditory perception program until the beginning of the second half of the first grade. Pupils were tested at the ninth month of the first grade. The auditory training was always added to the regular reading program. Analysis of the reading scores of experimental and control groups showed that children in the control groups at the end of the first grade had an average reading grade level of 1.87. With a half year's training in auditory perception, the experimental children achieved an average level of 1.97. After a full year of training, experimental groups achieved a level of 2.07. At the end of the second grade, the children who received auditory training in the first grade were 5 months ahead of the control groups. Tables are included.

3943
Durkin, Dolores. "A Case-Study Approach toward an Identification of Factors Associated with Success and Failure in Learning to Read," California Journal of Educational Research, 11 (January 1960) 26-33.

The number and kinds of factors associated with success and failure in learning to read in first grade were studied in detail for one year. Six boys from middle-class California schools were chosen at the end of their kindergarten experience on the basis of the Pintner-Cunningham Primary Intelligence Test. The students were evaluated by standardized tests, interviews, teacher evaluations, and classroom observations throughout first grade. Case studies are included. Raw scores and percentages were used to analyze the data. A variety of factors noticeably affect a child's progress in learning to read. Grouping could impede the progress of individual children. It was suggested that the tendency to be shy, passive, and lacking in self-confidence could deter a child's reading progress. The great variation of an individual's performance on different kinds of intelligence tests seemed to indicate that subjects could not be equated in intelligence on the basis of one test. It was noted that the teaching practice and the manual in use did not necessarily correspond. Tables and references are included.

6091
Durkin, Dolores. "Some Unanswered Questions about Five-Year-Olds and Reading," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 167-70.

Questions concerning 5-year-olds and reading are organized around the topics of kindergarten and the kindergarten child, reading readiness, and appropriate reading instruction for young children. The potential of interage grouping is cited as a possible means of coping with individual differences. A factor of readiness, interest in learning, is discussed, and the need for studies concerning the child's perception of what reading is, how he will become a reader, and the effects of personality characteristics on an able child's reading readiness are noted. Differences to be considered when teaching a 4- or 5-year-old child to read as compared to teaching an older child are cited. Experience level, maturity, attention span, suitable materials, and interests are considered.

3311
Durrell, Donald D. and Murphy, Helen A. "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," Education, 73 (May 1953) 556-60.

Literature comparing auditory discrimination as a factor in reading readiness and reading disability is surveyed. Areas of discussion include the effects of ear training on beginning reading, several methods of ear training, and status studies in auditory analysis of word elements. The evaluation of methods of ear training indicated that special practice in visual discrimination brought gains that were comparable to ear training. When time of training was held constant, combination of the two yielded gains superior to either. Observations of disabled readers in clinical settings indicated that almost every child with reading achievement below first grade had a marked inability to discriminate sounds in words. Studies revealed that auditory discrimination improved with training and that this improvement usually resulted in a marked increase in rate of learning to read. References are included.

5107
Dykstra, Robert. "Auditory Discrimination Abilities and Beginning Reading Achievement," Reading Research Quarterly, 1 (Spring 1966) 5-34.

The relationships between prereading measures of auditory discrimination and reading achievement at the end of first grade are reported. Data were gathered on 632 pupils in the Minneapolis Public Schools who were administered seven tests of auditory discrimination, selected from published reading readiness tests, and a group intelligence test at the beginning of first grade. Two tests of reading achievement were given at the end of the year. Relationships were assessed by means of correlation and multiple regression analysis. Analysis of sex differences was done through use of t tests. Intercorrelations among auditory discrimination measures and between each measure and subsequent reading achievement were uniformly low. Intelligence was significantly related to reading achievement. Significant sex differences in performance on three of the auditory discrimination tests and on both of the reading tests favored the girls. The conclusions and educational implications are discussed. Tables and references are included.

5433
Dykstra, Robert. The Relationship between Selected Reading Readiness Measures of Auditory Discrimination and Reading Achievement at the End of First Grade. 255 p. (Ph.D., University of Minnesota, 1962) Dissertation Abstracts, 24, No. 1, 195. Order No. 63-4283, microfilm $3.30, xerography $11.50 from University Microfilms.

Auditory discrimination ability as a predictor of reading achievement in first grade was investigated in a group of 331 boys and 301 girls in 26 first-grade classrooms. Auditory discrimination measures were selected from the Gates Reading Readiness Test, the Harrison-Stroud Reading Readiness Profiles, the Murphy-Durrell Diagnostic Reading Readiness Tests, and the Reading Aptitude Tests. Reading achievement was measured by the word recognition and paragraph reading subtests of the Gates Primary Reading Test. Intelligence was evaluated by the Lorge-Thorndike Intelligence Test. The intelligence test and the auditory discrimination tests were given the first 4 weeks of school, and the reading tests were administered the following spring. Girls were found to be significantly superior in readiness for reading and in reading achievement. It is difficult to predict beginning success in reading even when information is available concerning measures of auditory discrimination, intelligence, and chronological age at the beginning of first grade. Many factors are important in learning to read, in addition to auditory discrimination ability. Intelligence is related to first-grade reading achievement to such an extent that additional readiness testing beyond intelligence testing improves prediction very little.

5434
Easly, Glenn Truett. The Draw-A-Man Test as an Index of Reading Readiness. 83 p. (Ed.D., Washington State University, 1964) Dissertation Abstracts, 25, No. 5, 2881. Order No. 64-11, 583, microfilm $2.75, xerography $4.50 from University Microfilms.

The results of kindergarten children's Draw-A-Man Test were correlated with their first-grade reading achievement. The author reported a predictive validity correlation of .64 between the Draw-A-Man Test and reading achievement. He also reported a correlation of .33 between reading achievement and a group intelligence test score. It was suggested that the kindergarten age drawings reflect an aspect of development that is more related to reading readiness than the visual structured intelligence test.

2900
Edmiston, R. W. and Peyton, Bessie. "Improving First Grade Achievement by Readiness Instruction," School and Society, 71 (April 15, 1950) 230-32.

Some procedures to improve first-grade achievement are described. The classification of kindergarten children was based upon readiness, personality, and intelligence test results. A program of readiness instruction was set up for 54 children whose test scores indicated a definite possibility of poor achievement. Dolch's "Readiness for Reading" was used as the basis for instruction. Three 4-week training periods were provided. Thirty-two of the 54 pupils were satisfactorily prepared at the end of 4 weeks. Critical ratios among the means of test results for the three ability groups showed that the first group was definitely superior. Data indicated that, with readiness instruction of this type, only those children with mental ages below 5 years, California personality scores below 30, and Clark reading readiness scores below 25 had little or no chance of attaining first-grade achievement. The third 4-week period of instruction was of little value because the 40 pupils obtaining above 1.5 reading achievement had been successful at the end of 8 weeks.

6111
Efron, Marvin. "The Role of Vision in Reading Readiness," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 357-58.

The role of vision in reading -- including discrimination, blending, and binocular coordination skills -- is explored. Studies done on vision and beginning reading have shown significant relationships when comparing groups of good readers with groups of poor readers and have led many to believe visual skills to be extremely important in beginning reading. To develop visual skills needed for reading, stimuli such as exposure to books and pictures are needed. Children, especially from culturally deprived homes, may lack visual skills and may experience visual and language retardation unless schools recognize problems and provide readiness programs to correct them.

6609
Efron, Marvin. A Study of the Relationship of Certain Oculomotor Skills to Reading Readiness. 35 p. (CRP-S-211, University of South Carolina, Columbia, 1965) ED 003 470, microfiche $0.25, hardcopy $1.85 from EDRS/NCR.

A "reading eye" camera photographed the eye movements of 46 kindergarten children of middle-range intelligence. Moving targets were used in order to measure oculomotor skills -- (1) ocular mobility or freedom of movement of the eyes, (2) accuracy of fixation, and (3) visual convergence and fusion. Scores from the Metropolitan Readiness Tests, Form R, were used as a measure of readiness for reading. The Metropolitan Achievement Tests also were administered in the latter half of the first grade. A FORTRAN program was used to calculate Pearson product moment correlation coefficients. It was concluded that there was no significant relationship between oculomotor skills of children of middle-range intelligence as measured in this study, to reading readiness or reading achievement.

6101
Enzmann, Arthur M. "Project Head Start in Detroit," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 188-90.

Techniques and materials are presented for use in the development of language facility and visual and auditory skills among disadvantaged children prior to their learning to read. The importance of working with small groups of children, of using activities interesting to the children, and of matching the development and maturity of the children to the task is stressed. The program directors are urged to set realistic goals for the children involved and to maintain adequate records. Parent involvement and orientation are emphasized as vital in order that children not be confused by incompatible demands at home and at school. Teachers are encouraged to talk with children rather than just to them and to spend time listening to their ideas.

3616
Fast, Irene. "Kindergarten Training and Grade 1 Reading," *Journal of Educational Psychology*, 48 (January 1957) 52-57.

The prediction that initial reading scores of children with kindergarten training would be higher than scores of children without such training, and that this advantage would be maintained throughout the school year, was tested. The subjects were 134 first-grade children who had spent a year in kindergarten and 46 otherwise comparable children who had no kindergarten experience. The Dominion Group Test of Reading Readiness (Short Form, Omnibus Type B) was administered 4 weeks after the beginning of the fall term. The Survey Test in Silent Reading was administered in early February. The Achievement Tests in Silent Reading (Primary, Grade 1, Type 3), Paragraph Reading Test, and The Group Test of Learning Capacity (Primary) were administered in May. Children with kindergarten training were found to achieve significantly higher scores on all reading tests than children without such training. The possibility of clarifying the degree to which such differences existed in other academic areas and persisted in later years was explored. References and a table are included.

6796
Faustman, Marion Neal. *Some Effects of Perception Training in Kindergarten on First Grade Success in Reading*. 296 p. (Ed.D., University of California, 1966) *Dissertation Abstracts*, 27, No. 4, 951-A. Order No. 66-8244, microfilm $3.80, xerography $13.50 from University Microfilms.

The effect of kindergarten training in perception upon first-grade reading achievement was investigated in 28 classes of the San Juan Unified School District. All classes were pretested with the Perception Ability Forms Test (P.A.F.T.) and then randomly divided into an experimental and control group. Though the control group scored higher on the P.A.F.T. than did the experimental group before the training period began, at the end of this period, the experimental group had caught up and slightly surpassed the control group. Moreover, the first-grade reading achievement results indicated a significant, positive effect of perception training on reading skill.

4857
Fay, Leo C., Bradtmueller, Weldon G., and Summers, Edward G. *Doctoral Studies in Reading 1919 through 1960*. Bulletin of the School of Education, Indiana University, 40, No. 4. (Bloomington, Indiana: Indiana University School of Education, July 1964) 80 p.

A bibliography of 700 doctoral dissertations in reading completed during the period 1919 to 1961 is given. The studies are organized under 34 categories including reading readiness; a brief summary for each category is given. The dissertations within each category are systematically listed and numbered to correspond with the appropriate category. An author index to the studies is appended.

5117
Feldmann, Shirley. "Predicting Early Success," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 408-10.

A study was made to attempt to deal more definitively with one area of early reading learning, that of diagnosis and prediction of reading achievement. A new predictive and diagnostic test, the Reading Prognosis Test, was designed to be predictive of future reading achievement as well as to give diagnostic information about present skill levels. The new test is used before formal reading instruction begins; it measures particular skills in language and perceptual discrimination. The results of a fourth validation study of the test, using 300 children in a large urban area and in a suburban community, are given. This study showed as much promise for prediction as did the three previous studies. References are included.

6799
Ferguson, Nelda Unterkircher. The Frostig--An Instrument for Predicting Total Academic Readiness and Reading and Arithmetical Achievement in First Grade. 54 p. (Ph.D., The University of Oklahoma, 1967) Dissertation Abstracts, 28, No. 6, 2090-A. Order No. 67-15, 890, microfilm $3.00, xerography $3.00 from University Microfilms.

Two groups of first-grade children were identified during the first 3 weeks of first grade and matched as to age, sex, race, prior kindergarten training, and IQ. The two groups were separated on the basis of the Frostig Developmental Test of Visual Perception which yielded a Perceptual Quotient (PQ) score. Group one was the beginning first graders with IQ's ranging from 90-134 and with PQ's above 90. Group two was the beginning first graders with IQ's ranging from 91-135 and with PQ's below 90. The pupils in group one performed statistically better than those in group two on the Metropolitan Readiness Test given at the beginning of first grade. At the end of first grade, group one performed statistically better than group two in reading and arithmetical achievement. The results indicated that children of average intelligence who have a Frostig PQ score of below 90 would not be expected to do first-grade level work in reading and arithmetic at the end of first grade. A PQ score below 90 would also indicate poor total academic readiness for first-grade work.

3195
Figurel, J. Allen. "What Recent Research Tells Us About Differentiated Instruction in Reading," The Reading Teacher, 6 (September 1952) 27-33, 44.

Research reports from 1949 to 1952 on differentiation in reading instruction are reviewed. Four major areas of research are surveyed: (1) grouping of children, (2) remedial instruction, (3) reading readiness, and (4) related studies. Studies in this area are too few to make many generalizations, but there is a trend toward trying to find ways to use both homogeneous and heterogeneous grouping for instructional purposes. Suggestions for further research and a bibliography are included.

5450
Flamand, Ruth K. The Relationship between Various Measures of Vocabulary and Performance in Beginning Reading. 221 p. (Ed.D., Temple University, 1961) Dissertation Abstracts, 22, No. 5, 1463-64. Order No. 61-4062, microfilm $2.90, xerography $10.95 from University Microfilms.

An individual intelligence test, two readiness tests, and seven measures of vocabulary were administered to 114 children. Vocabulary measurement included association of verbal descriptions with pictorial illustrations, supplying definitions, supplying words of opposite meaning, identification of opposites in a multiple-choice situation, verbalization of concepts or experiences, verbalization in the absence of a stimulus and composing a sentence containing a stimulus word. Correlations between measures were computed and multiple correlations used to determine the variables having the highest possible correlation with the criterion. The ability to supply a word of opposite meaning was the vocabulary measure most highly related with performance in beginning reading. The selection of opposites by multiple choice proved to be more difficult for the subjects than supplying a response to a stimulus word. The other vocabulary variables showed limited correlation with reading performance. At kindergarten level performance on the numbers subtest of the Metropolitan Readiness Test appears to be the best estimate of probable success in beginning reading.

3314
Fox, Henry Corbett. "The Relationship between the Perception of Tachistoscopically Projected Images and Reading Readiness," Studies in Education, 1952, Thesis Abstract Series, No. 4, 117-20. (Bloomington, Indiana: School of Education, Indiana University, 1953).

The relationship between the perception of tachistoscopically projected images and reading readiness was investigated in an attempt to improve the accuracy of determining when children should be introduced to reading. Four prognostic tests were administered to first-grade children -- Experimental Rapid Exposure Test (a specially prepared tachistoscopic test of familiar geometric figures, abstract geometric figures, letters, words, and picture relationships), Metropolitan Readiness Test, Row-Peterson First Year Readiness Test, and Kuhlmann-Anderson Intelligence Test. Results of these tests were compared at the end of the year with four criterion tests -- Gates Primary Reading Tests, a teacher rating score card, an oral reading comprehension test, and a rating based on books read. A series of additional special tests was given to children scoring more than one standard deviation from the mean of the Experimental Test. A positive relationship was found between the Experimental Test and criterion and predictive measures. Girls were found to be superior to boys on every measure, though the difference was generally not significant.

4864
Fox, Raymond B. and Powell, Marvin. "Evaluating Kindergarten Experiences," _The Reading Teacher_, 18 (November 1964) 118-20.

The controversy concerning the values of kindergarten is discussed. The changing purpose of the kindergarten is noted, and formal and informal case studies are cited. Neither the hypothesis that kindergarten experiences develop readiness nor the hypothesis that such experiences lead to greater achievement in the primary grades was substantiated by this study. Careful and continuous examination of the purposes of public school kindergartens by each school system is urged. Tables are included.

5459
Gabler, June Eileen Foster. _A Study of Reading Readiness Programs in the Kindergarten_. 300 p. (Ed.D., Wayne University, 1963) _Dissertation Abstracts_, 25, No. 1, 185-86. Order No. 64-5099, microfilm $3.85, xerography $13.50 from University Microfilms.

The effect of two kindergarten curricula, identified as the sub-first-grade and informal, was studied to answer these questions: (1) Is there a difference in attitudes concerning children and teaching in the sub-first-grade kindergarten situation and teachers teaching in the informal kindergarten situation? (2) Are there differences in the time allotment, learning activities, and materials between the existing sub-first-grade and informal kindergarten programs? (3) Is there one kindergarten curriculum which contributes more to the pupils' reading readiness growth? (4) Is there a difference between the sexes of children as to the kindergarten curriculum which contributes most to the pupils' reading readiness growth? The population included eight groups of kindergarten children and their teachers. Four groups of children and their teachers were assigned to each of the curricula. Tests and other measuring instruments were administered to both the children and teachers. The teachers were given the Minnesota Teacher Attitude Inventory. The children were given the California Short-Form Test of Mental Maturity (Pre-Primary, Form S) and the Metropolitan Readiness Test (Forms R and S). The statistical technique used was the analysis of variance. In the summary of the findings the author states: (1) It appeared that the kindergarten teachers in both programs were not demonstrably different in attitudes toward children and teaching. (2) It appeared that the kindergarten programs differed in time allotment, learning activities, and materials. (3) It appeared that both programs were equally effective in promoting reading readiness growth. (4) It appeared that both programs were equally effective for boys and girls. However, both programs resulted in wider distribution of reading readiness growth for boys than for girls.

6809
Gale, Darwin Fred. A Comparison of Reading Readiness Skills of Mentally Retarded and Normal Children. 187 p. (Ed.D., Brigham Young University, 1967) Dissertation Abstracts, 28, No. 6, 2090-A. Order No. 67-16, 523, microfilm $3.00, xerography $8.60 from University Microfilms.

The reading readiness skills of 34 educable primary level mentally retarded pupils were compared with the reading readiness skills of 34 kindergarten children. Analysis of covariance was used to determine if differences existed between the two groups. The instruments utilized for comparison were the Primary Mental Abilities Test, K-1 (PMA); the Metropolitan Readiness Test, Form A (MRT); the Lee-Clark Reading Readiness Test, K-1 (LCRRT); and the Frostig Developmental Test of Visual Perception, revised 1966 edition (DTVP). The results indicated that there were significant differences between the educable mentally retarded and kindergarten subjects on the Word Meaning Subtest of the MRT, the Letter Symbols, Word Symbols, and total test score of the LCRRT, and the Position in Space Subtest of the DTVP. The differences between the two groups were in favor of the mentally retarded, possibly because of their greater chronological age and educational experience. Relationships between the MRT and the LCRRT were established in that both measure, to a large extent, similar facets of reading readiness. The use of reading readiness tests with the mentally retarded was strongly recommended. Results were discussed in terms of the educational and research implications.

4875
Georgiady, Nicholas P., Romano, Louis, and Baranowski, Arthur. "To Read or Not to Read -- In Kindergarten," Elementary School Journal, 65 (March 1965) 306-11.

A study involving reading instruction in kindergarten is presented. Kindergarten classes were equated on chronological age and intelligence. Higher-ability and lower-ability groups within each class were divided into two smaller groups and were designated experimental and control. A list of 66 items containing commercial pictures, commercial terms, and common words was compiled. Two units of study were covered using 33 items in each unit. Significant statistical findings are reported in symbol recognition. Formal learning situations and physical and emotional readiness are recognized as important variables in early reading instruction. References are included.

6102
Gmeiner, Charlotte. "The Kindergarten Contributes to Reading Readiness," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 452-54.

The kindergarten curriculum provides time and environment for developing a child's self-concept and his ability to communicate and to create. Included in the curriculum are concept development in language, numbers, and thinking plus an environment of games and activities designed to promote creative experiences. Emphasis is placed on critical thinking and on the use of learning. The teacher's task is to recognize, observe, and evaluate levels of maturity attained by individual children.

5128
Gomberg, Adeline W. "The Lighthouse Day Camp Reading Experiment with Disadvantaged Children," The Reading Teacher, 19 (1966) 243-46, 252.

The results of a reading program for disadvantaged children which was part of the day camp program conducted by the Lighthouse, a settlement house in North Philadelphia, are reported. The reading program was developed for three purposes: (1) to boost the opportunities in reading readiness for children about to enter first grade, (2) to enrich language experiences, and (3) to give remedial help to children with reading deficiences. The campers met 4 days a week for 6 weeks. A daily schedule included reading activities which could become part of each activity. Language development was directed by 10 professional counselors. Consistent gains were found in the area of general oral language development and reading readiness. No marked changes were found in word recognition or hearing comprehension. The program was especially helpful to language development with younger groups. Other findings are discussed. References are included.

6112
Gould, Lawrence N., Henderson, Edward, and Scheele, Raymond L. "Vision Motor Perception Program in the Brentwood Public Schools," Improvement of Reading through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 271-75.

The early development of the Vision-Motor-Perception Program (VMP) is described. This program utilizes a curriculum which establishes a common base of sensory-motor actions for the students, and materials embodying specific cognitive operations that are fundamental to logical thinking are programed into the curriculum. A pilot study evaluation of the effectiveness of the VMP in developing readiness showed that the VMP children achieved significantly higher mean scores on the subtests of the Metropolitan Reading Readiness Test than did the control students. The program appeared to be slightly more effective with boys than with girls. References are included.

5135
Gunderson, Doris V. "Reading Readiness, Fact and Fancy," Journal of the Reading Specialist, 5 (1965) 1-8, 11.

Fourteen studies in the area of reading readiness are surveyed. Much of the research is directed at the child who needs a period of readiness, particularly the culturally disadvantaged child. The validity of readiness tests, the importance of sex differences, and beginning readers are other topics discussed. References are given.

6827
Hagenson, Sara Louise. The Relation of First Grade Readiness and Achievement Scores Based on Sex, Race, and Age. 99 p. (Ph.D., University of Southern Mississippi, 1967) Dissertation Abstracts, 28, No. 9, 3362-A. Order No. 68-2935, microfilm $3.00, xerography $5.00 from University Microfilms.

The relationship, based on sex, race, and age, of scores on the 1965 revision of the Metropolitan Readiness Tests to Metropolitan Primary I Achievement Test scores for 421 first-grade children was investigated. The data were used to provide correlation with a recently revised Readiness Test, to provide figures to aid in evaluating the choice of tests in the Forrest County, Mississippi, schools, and to provide general information helpful for teachers in planning a more individualized readiness program. Conclusions included: (1) The new edition of the Metropolitan Readiness Tests was sufficiently related to the Metropolitan Primary I Achievement Tests to be considered a reliable predictor of academic success. (2) Number and alphabet readiness subtests were consistently the best predictors of academic achievement for groups of children. (3) Sex and age differences were not of sufficient statistical significance to be educationally pertinent. (4) Race differences in relationships between several subtests of the Readiness Test and later achievement had implications for planning educational programs. (5) Although the relation of the numbers subtest approached that of total readiness to total achievement for most of the children, teacher analysis of scores on other subtests having high relationships should be considered in utilizing children's strengths and weaknesses when planning learning experiences.

5481
Haines, Leeman Everett. *The Effect of Kindergarten Experience upon Academic Achievement in the Elementary School Grades*. 262 p. (Ph.D., University of Connecticut, 1960) *Dissertation Abstracts*, 22, No. 7, 1816-17. Order No. L. C. Mic 60-5232, microfilm $3.40, xerography $11.95 from University Microfilms.

Six hundred and three kindergarten age children, matched on intelligence and chronological age, from comparable communities, one offering kindergarten and the other not, were compared on arithmetic and reading achievement from grades 1 through 6. The author concluded that kindergarten experience had no significant effect upon reading achievement in any grade while it did have a significant effect on arithmetic achievement in grades 2 and 5.

6187
Harris, Albert J. "Teaching Reading to Culturally Different Children," *Improvement of Reading through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 24-26.

The task of teaching reading to culturally different children at several educational levels is discussed. At the primary level, readiness programs should provide experiences and skills which will enable children to learn to read, and materials and preschool programs are being developed to aid in this task. At the intermediate level, emphasis shifts to comprehension, because little has been done to study the problems culturally different children have in making the transition from word recognition to thought-provoking areas of comprehension. At the secondary level, reading instruction becomes corrective in nature with emphasis on finding and correcting problems not previously solved. Close coordination with the school's guidance, psychological, and social services is needed to combat environmental and peer group pressures against the school. At all levels systematic research into causes and solutions is needed if culturally different children are to become successful readers.

2918
Henig, Max S. "Predictive Value of a Reading-Readiness Test and of Teachers' Forecasts," Elementary School Journal, 50 (September 1949) 41-46.

The comparative forecasting value of the Lee-Clark Reading Readiness Test and teacher estimates of pupil success in learning to read were studied. Subjects were underprivileged first graders, 98 of whom were ranked for possible success on the basis of test scores, sentence ability, following directions, auditory discrimination, and speaking vocabulary. Comparisons were determined statistically using the coefficient of mean square contingency. Test results were compared with school marks at the end of the year and showed marked divergence from the normal curve. A substantial degree of agreement existed between teacher forecasts and the Lee-Clark Reading Readiness Test for end-of-the-year attainment. References are included.

5497
Hernandez, Patrocinio Espiritusanto. Reading Readiness in Kindergarten. 132 p. (Ed.D., The University of Nebraska Teachers College, 1965) Dissertation Abstracts, 26, No. 4, 2011-12. Order No. 65-10, 785, microfilm $3.00, xerography $6.40 from University Microfilms.

Factors that influence reading readiness of children in kindergarten were identified. Kindergarten children who scored high or low on the Lee-Clark Reading Readiness Test were administered the California Short-Form Test of Mental Maturity, Level 0. The children from the high or low groups were matched by pairs on the bases of sex, chronological age, and intelligence quotient. Information from parents of the matched pupils was obtained by questionnaire. The following findings were significant: more parents in the low group wanted their children to read at an early age; parents who received newspapers regularly and/or daily were more likely to have children who scored high in reading readiness; children who could recognize and/or write their names were more likely to be ready for reading than children who could not; the number of children who listened to records was significantly in favor of the high group; the high group had the ability to read some words; the low group had more emotional problems than the high group. Additional findings are reported.

4896
Hillerich, Robert L. "Pre-Reading Skills in Kindergarten -- A Second Report," Elementary School Journal, 65 (March 1965) 312-17.

Twenty-two sections of kindergarten children in seven elementary schools were involved in a study of prereading skills. Of the original 650 pupils, 363 were enrolled at the completion of first grade. The program was based on the "Getting Ready to Read" materials by McKee and Harrison. During the first year, 10 sections used workbooks and

12 other sections used all the materials in the program except the workbooks. The results support the following conclusions: kindergarten pupils can develop prereading skills; skills are developed more adequately with a workbook; skills are retained over the summer vacation; children who had the formal training are better readers at the end of first grade than those who did not receive such training. The results also indicate that the experimental group had fewer minor articulation problems and that there was a reduction in the achievement difference between boys and girls. References are included.

6113
Hillerich, Robert L. "Studies in Reading Readiness," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 47-49.

Current research in reading readiness and early reading instruction is described. Traditional practices relating to reading readiness, such as the mental age criterion and the predictive value of general reading readiness tests, are questioned. It is noted that most recent research concerns determining the most effective kind of prereading instruction and the best time for beginning formal instruction. It was concluded (1) that an experience approach was superior to the workbook approach, and a program teaching the use of context and consonant letter-sound associations was better than the experience approach; (2) that if reading readiness was viewed as a collection of skills and abilities, general tests of readiness would not measure these skills; (3) and that the age at which children began instruction in reading appeared to be a significant factor. Guidelines for further research are suggested. References are included.

6641
Horn, Thomas D. A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One. 115 p. (CRP-2648, University of Texas, Austin, 1966) ED 010 048, microfiche $0.50, hardcopy $5.85 from EDRS/NCR.

The effectiveness of three methods were compared for developing reading readiness in Spanish-speaking first-grade children. The methods used were (1) English language instruction with audiolingual techniques, (2) Spanish language instruction with audiolingual techniques, and (3) language instruction using the same materials as methods one and two, but without audiolingual techniques. Sample first-grade classrooms were arbitrarily assigned to one of the three treatments (a total of 28 was used). The Metropolitan Readiness Test, originally designed for measuring reading readiness for an English-speaking population, was used in this project to secure pretest and post-test criteria scores. This instrument, however, proved invalid for measuring the effects of intensive oral language instruction. In addition, no other usable instrument was found available for assessing levels of oral language development for the project population in either English or Spanish. This factor resulted in a higher mean on the final criterion scores for the children who had no audiolingual training. A large number of zero scores were attained on the pretesting exercises which clearly demonstrated, as well, the inappropriateness of the standardized test for the sample groups. Differences between the treatment groups on their post-test mean scores were not significant. It was determined that additional research clearly needed to be accomplished in the field.

6369
Horn, Thomas D. "Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade," _The Reading Teacher_, 20 (1966) 38-42.

A comparison of the effectiveness of three methods of developing reading readiness in Spanish-speaking disadvantaged children in first grade was made. Twenty-eight classrooms were assigned to one of three treatments for a period of 140 days. Using culture fair science materials with audiolingual techniques, training consisted of oral-aural English, oral-aural Spanish, or no oral-aural treatment. Progress was measured by scores on pre- and post-readiness tests. Using the class as a sample, unit differences between pretest and post-test scores were not significant. Significant differences did not occur for interaction among the three groups. Implications derived from staff observations suggest language and the area of disadvantaged children as basic categories for further consideration. Suggestions for study are offered.

5506
Howe, John Wesley. _The Visual Fusion Threshold (VFT) Test as a Measure of Perceptual Efficiency in Kindergarten and First Grade, and as a Possible Predictor of Later Reading Retardation_. 211 p. (Ph.D., University of Southern California, 1963) _Dissertation Abstracts_, 24, No. 2, 626. Order No. 63-5054, microfilm $2.75, xerography $9.70 from University Microfilms.

Application of the Visual Fusion Threshold Test (VFT) to kindergarten and first-grade children was investigated to determine its validity and predictability on concurrent or subsequent reading difficulty in children younger than 8 years of age. VFT equipment was constructed by the investigator. It consisted of an eye-piece, test-patch, and viewing tube fitted to a commercial stroboscope. Children were tested on the VFT at the end of kindergarten. After 4 months, subjects were retested by the Lee-Clark reading readiness test; and after 12 months, by the Harsh-Soeberg SPRD reading test, the SRA Primary Mental Abilities intelligence test, and the VFT. After 30 months (beginning third grade), subjects were given the California Achievement Test as a measure of reading ability. It was found the VFT can be used validly with children as young as 5½ years. Reliability for a 1-year interval retest will be low. Portable testing equipment, with special adaptation, will permit individual use of the test in a classroom. The VFT is related positively but modestly to the visual perceptual aspects of readiness and early reading tasks, supporting the etiological theory that stresses organismic conditions as one of the causes of reading difficulty. VFT is minimally, even negatively, related to the complex intellectual aspects of reading.

6373
Hyman, Irvin A. and Kliman, Deborah Sill. "First Grade Readiness of Children Who Have Had Summer Head Start Programs," Training School Bulletin, 63 (1967) 163-67.

Head Start training and academic readiness were investigated by comparing the performance of 20 disadvantaged beginning first graders who had Head Start experience with 20 comparable children without Head Start experience on a readiness test. Results showed that while there were initial gains by the Head Start group, and while its mean percentile rank indicated an advantage, it did not score significantly higher on the readiness test than the group without Head Start experience. That the Head Start group was still disadvantaged in terms of academic readiness upon entering first grade implies that the initial gains were not adequately reinforced. These results suggest the need to reexamine preschool programs for disadvantaged children, promotion policies, and school placement. This study was part of an extensive investigation of the longitudinal effects of various types of Head Start programs.

3024
Ilg, Frances L. and Ames, Louise Bates. "Developmental Trends in Reading Behavior," Journal of Genetic Psychology, 76 (June 1950) 291-312.

The continuity of reading development from the first enjoyment of pictures to fluent reading was studied with children ages 5 through 9. The intelligence of most of them was average or above. The Gray

Oral Check Test for Reading Readiness and the Gray Oral Reading Paragraphs were used. Responses were analyzed to yield a reading gradient. The so-called errors which children made -- reversals, substitutions of visual form and of meaning, additions, omissions, and repetitions -- indicated a marked similarity from child to child, and a rather definite age sequence. The errors also provided the basis for the development of the reading gradient. The study stressed flexibility in teacher demands and a careful determination of each child's place on the reading gradient. A bibliography, table, and several lists of questions to determine reading readiness are included.

6853
Irving, June Vollrath. A Multi-Sensory Approach to Facilitating Reading Readiness in Kindergarten. 75 p. (Ed.D., Ball State University, 1965) Dissertation Abstracts, 27, No. 7, 2085-A. Order No. 66-8591, microfilm $3.00, xerography $4.00 from University Microfilms.

The extent to which kindergarten children taught by selected oral-aural-visual procedures would exhibit growth in reading readiness to a greater extent than children taught by conventional classroom procedures was determined. One hundred children from two schools described as socioeconomic extremes served as subjects. A readiness and an intelligence test were administered at the beginning of kindergarten. The experimentor worked with the children in small groups. Pictures, stories, objects, and tape recorders were used by the experimental group. The readiness test was readministered at the end of kindergarten. Analysis of covariance and t tests were used to analyze the data. It was concluded that children of lower socioeconomic backgrounds benefitted from intensified structured activities involving oral language. The multisensory approach is probably enrichment for children of more advantaged backgrounds with average or above average intelligence. Both experimental groups made equal gains in readiness. Supplementary activities designed to enhance language facility for lower socioeconomic groups are necessary and effective. Recommendations are included.

4906
Johansson, Bror A. Criteria of School Readiness. (Stockholm, Sweden: Almquist and Widsell, 1965) 333 p.

Literature dealing with the concept of school readiness and with the relationship between school readiness and social background is surveyed. An investigation of the school readiness of 235 Swedish children entering school in the autumn of 1958 was conducted from the time of their entrance into grade 1 until the end of fourth grade. The many physical, social, mental, and emotional factors associated with readiness were studied. The population involved, the test instruments, interview assessment, statistical methods, and investigation instruments are described. The results and implications of the investigation are given. Tables and figures are included in the text; appendices containing a copy of the interview blank, rating scales, and additional tables are included. A bibliography is given.

6377
Jones, M. H., Dayton, G. O., Jr., Dizon, L. V., and Leton, D. A. "Reading Readiness Studies: Suspect First Graders," Perceptual and Motor Skills, 23 (1966), 103-12.

Eighteen students in a high readiness group and 17 from a low readiness group were selected for a study to determine relationships between electro-oculogram ratings and psychometric, readiness, and reading achievement scores. These subjects were selected from an experimental population of 236 students in nine first-grade classrooms in the elementary schools in Santa Monica, California. The objectives of this study were to determine whether the oculographic instruments and procedures in a previous study could be used with younger children and to determine whether children with high and low readiness for beginning reading would show the same disparity in visual-motor skills as had been observed in the older group of good and poor readers. Data from the electro-oculogram (EOG) studies, pediatric screening evaluations, and ophthalmological examinations and their relationship to measures of reading development were presented. This study supports Goldberg's (1960) conclusion that it is possible to recognize a reading-retarded child at the first-grade level. This can be accomplished if the following factors are evaluated: abnormal factors in the history, degrees of gross and fine motor coordination, hearing loss, minor as well as major developmental defects, behavior under stress, and ophthalmological defects. A figure, tables, and references are included.

5519
Jordan, Laura Josephine. The Efficacy of a Reading Readiness Program with the Educable Mentally Retarded. 187 p. (Ph.D., University of Illinois, 1961) Dissertation Abstracts, 21, No. 12, 3715-16. Order No. L. C. Mic 61-1628, microfilm $2.75, xerography $8.60 from University Microfilms.

Subtests from the Harrison-Stroud Reading Readiness Profiles and the Lee-Clark Reading Rest, the Stanford Binet Intelligence Test, and the SRA Primary Mental Abilities Test were used to determine the effectiveness of an experience chart method and a basal method in teaching beginning reading to classes of educable mentally retarded children. Significant gains favoring the experience chart group after 7 months of instruction were found on both reading tests. No significant differences were found in intelligence gains on the Stanford Binet. On subdividing the groups into high and low ability levels, the experience-chart children in the low group gained significantly more than the basal group. The gains of the more able children in both groups were not significantly different. The experience-chart children made greater gains on items which require a greater exercise of verbal and reasoning skills than the basal children. On the PMA the experience-chart group scored significantly higher on the verbal section and the basal children on the perceptual section. High Binet scorers gained significantly greater scores on the verbal section than did their peers.

3745
Karlin, Robert. "Physical Growth and Success in Undertaking Beginning Reading," Journal of Educational Research, 51 (November 1957) 191-201.

A study is described which investigated the relationship between certain measures of physical growth and success in beginning reading. A group of 111 first-grade suburban children were selected on the bases of normality on tests of intelligence, behavior, language, and visual and auditory abilities. The Metropolitan Reading-Readiness Test was administered in October, and the Gates Primary Reading Test, Paragraph Reading, was given the following May. Measures of height, weight, and carpal development were used as indices of physical growth and were correlated with reading readiness and reading achievement test scores. Correlation of the data was computed using the Pearson product-moment correlation coefficient. Low but significant correlations were found between the various measures of skeletal growth and reading achievement test scores. Intercorrelations of dependent and independent variables with chronological age and intelligence held constant were shown in tabular form. Further research was encouraged. A 26-item bibliography and tables are included.

3633
Karlin, Robert. "The Prediction of Reading Success and Reading-Readiness Tests," Elementary English, 34 (May 1957) 320-22.

The use of reading readiness tests to predict probable success or failure in first-grade reading was investigated. The sample, 111 first-grade children attending four public elementary schools in Rockville Centre, New York, during the 1954-55 school year, was chosen on the basis of the following criteria of normality: (1) an IQ of 90 or above, (2) normal vision, (3) a hearing loss of not more than 10 decibels, (4) normal speech, (5) attendance in kindergarten, (6) social and emotional maturity. The Metropolitan Readiness Test (Reading Section, Form R) was administered in September 1954. The Gates Primary Reading Test (Type 3, Paragraph Reading) was administered to the same children in May1955. A frequency distribution of scores for these two tests was obtained. The Pearson product-moment coefficient was used to determine the extent to which scores on the readiness and reading achievement tests were related, and the standard error of the coefficient was obtained. The coefficient of alienation, used to indicate the lack of relationship between variables, and the index of forecasting efficiency were also utilized. Analysis of the data revealed a very small relationship between the scores of the reading readiness test and the reading achievement test. For this sample, these tests failed to predict probable outcomes. The need for more valid readiness tests was stated. Tables are included.

3959
Karlin, Robert. "Research in Reading," Elementary English, 37 (March 1960) 177-83.

Research studies in elementary, secondary, and adult reading from 1931 to 1957 are surveyed. The studies are discussed briefly under the following categories: reading readiness, phonics, reading interests, influence of comics and television, reading in the content fields, individulalized reading, and reading machines. It was concluded from the various investigations that gains in rate of reading could be achieved through programs which included mechanical instruments. However, it was noted that instruction which did not favor machines could not only bring about these same gains, but could also produce superior results. Dependence on expensive equipment to achieve suitable outcomes in reading rate was not recommended. A bibliography is included.

6867
Kelley, Marjorie Lorraine. The Effects of Teaching Reading to Kindergarten Children. 118 p. (Ed.D., University of California, Berkeley, 1966) Dissertation Abstracts, 27, No. 3, 703-A. Order No. 66-8247, microfilm $3.00, xerography $5.80 from University Microfilms.

The reading achievement and attitudinal attainments of children at the end of the second year who received reading instruction or reading readiness instruction in kindergarten were studied. The variables studied included sex, intelligence, reading achievement, and attitudes.

Within two schools in California, students were selected randomly for inclusion within the experimental and control groups. The experimental group received one semester of systematic reading instruction, while the control group received readiness instruction. Two standardized reading tests and three attitude tests were administered at the end of first grade. Analysis of variance and t tests were used to analyze the data. The reading group scored significantly higher on all achievement tests. The Children's Attitude toward School Scale indicated that the reading group scored significantly higher than the readiness group. It was concluded that both high intelligence girls and boys in the reading group achieved significantly higher reading achievement scores than similar children in the readiness group. Low intelligence boys in the reading group did not achieve significantly more than low intelligence boys in the readiness group. The results indicate that reading instruction is appropriate for some groups in kindergarten.

6380
Kelley, Marjorie L. and Chen, Martin K. "An Experimental Study of Formal Reading Instruction at the Kindergarten Level," Journal of Educational Research, 60 (1967) 224-29.

The effects of formal reading instruction on kindergarteners with respect to reading achievement, attitude toward reading, and attitude toward school were studied. Children enrolled in kindergarten classes in two schools in California served as subjects. One-half of the 221 pupils were randomly selected and given an intelligence test. The other half was given a reading readiness test. On the basis of these scores they were divided into high and low categories on intelligence and reading readiness. Subjects were assigned randomly to a readiness program or formal reading instruction. Two reading tests, a teacher rating scale, and an attitude inventory were administered at the end of the spring semester. Analysis of variance and t tests were used to analyze the data. The reading achievement of the formal instruction group was significantly higher than that of the readiness group. The achievement of the high readiness and high intelligence groups was superior to that of the low groups in both programs. Neither readiness nor intelligence interacted with the type of instructional program. Children in the high groups had better attitudes toward school than those in the low groups. A discussion of the findings, tables, figures, and references are included.

6232
Kephart, Newell C. "Reading Readiness in the Brain-Injured," New Frontiers in Reading. International Reading Association Conference Proceedings, 5 (1960) 66-68.

The importance of perceptual-motor matching in reading for the brain-injured child is discussed. This child frequently has difficulty establishing an adequate repertory of motor patterns and generalizations, such as laterality and directionality, which are important to the interpretation of perceptual data. Problems encountered in the development of perceptual-motor matching are described, and sources of exercises and techniques to aid the child are noted.

6385
Kerfoot, James F. "Reading in the Elementary School," Review of Educational Research. 37 (1967) 120-33.

Significant research on reading in the elementary school which appeared in the literature from July 1963 to June 1966 is reviewed under the following headings: Bibliographies and Reviews, Methods, U.S. Office of Education First Grade Studies, Early Reading and Readiness, Factors in Success and Failure, Inservice Programs and Evaluation, and Interests and Tastes. A bibliography is included.

5525
Kerfoot, James Fletcher. The Relationship of Selected Auditory and Visual Reading Readiness Measures to First Grade Reading Achievement and Second Grade Reading and Spelling Achievement. 305 p. (Ph.D., University of Minnesota, 1964) Dissertation Abstracts, 25, No. 3, 1747-48. Order No. 64-9492, microfilm $4.95, xerography $13.75 from University Microfilms.

The relationships of selected auditory and visual readiness measures to first-grade reading achievement and second-grade reading and spelling achievement were investigated. Appropriate hypotheses were tested concerning the following questions: (1) What are the sex differences in multiple requestion equations used to predict reading and spelling achievement? (2) What does each measure contribute to predicting reading and spelling achievement? (3) What combination of measures best predicts reading and spelling achievement? (4) What are the interrelationships among all the variables? (5) What are the sex differences in mean achievement on all measures? A stratified random sample of 462 children -- 239 boys and 223 girls -- was selected for the study. The measures used were C.A.; Lorge-Thorndike Intelligence; Gates Rhyming; Harrison-Stroud Making Auditory Clues; Murphy-Durrell Discrimination of Beginning and Ending Sounds; Reading Aptitude Pronunciation and Blending; Gates Picture Directions, Word Matching, Word-Card Matching, and Naming Letters and Numbers; Goins Picture Squares, Pattern Copying and Reversals; Gates Primary Word Recognition and

Paragraph Reading; Gates Advanced Primary and Paragraph Reading; and Metropolitan Spelling. Among the findings listed by the author were the following: (1) Multiple regression equations designed to predict reading and spelling achievement from measures of auditory and/or visual discrimination must be derived separately for boys and girls, since the combinations of variables which predicted effectively in the equations for boys and girls were clearly different. (2) Measures of visual discrimination were better predictors of reading and spelling achievement than were measures of auditory discrimination, although the best auditory measures were better predictors than the poorest visual measures. (3) Intelligence was less effective as a predictor than visual discrimination. (4) The readiness variables most highly correlated with reading and spelling achievement were Word Matching, Naming Letters and Numbers, and Pattern Copying. (5) Separate sex treatment of data was indicated by the superiority of girls over boys in most aspects of reading behavior measured in this study as well as in spelling and the readiness variables most highly related to spelling.

4253
Kermoian, Samuel B. "Teacher Appraisal of First Grade Readiness," Elementary English, 39 (March 1962) 196-201.

A study to determine the validity of teacher judgment of the readiness status of children entering first grade was conducted. Subjects were 13 teachers with 1 to 21 years of first-grade experience and 276 first-grade children from six schools in varied socioeconomic areas of San Francisco. Each teacher was asked to evaluate informally her pupils during the first 2 weeks of class on reading readiness, number readiness, and total readiness. The students were then given the Metropolitan Readiness Tests. Teacher ratings and scores from the Metropolitan test were compared. Highly significant correlations of .73 for reading and number readiness and .77 for total readiness were found. Variation between teacher estimates and test results for each of the readiness measures were tested for each teacher. It was concluded that teachers should be allowed to exercise their own judgment and that the use of testing instruments should be optional.

6114
King, Ethel M. "Learning to Read Words: An Experiment in Visual Discrimination," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 337-40.

The effects of visual discrimination using different types of stimulus materials and different methods of stimulus presentation on performance in the transfer task of learning to read a wordlist were studied. Five groups of nonreading kindergarten students were trained using the successive method of presentation, in which the investigator presented the stimulus, removed it, and asked the child to recall the response elicited by the stimulus. A sixth group used the simultaneous method, in which the stimulus and response choices in visual discrimination exercises were presented simultaneously. Different types of stimuli were used: words, words and pictures, letters, and geometric figures. Findings of the study indicated (1) that meaningful word forms were superior to word forms with no meaning, (2) that different word groups presented in the successive method were superior to all groups except the same letter presentation in the successive method, and (3) that visual discrimination matching of all the single letters to be used later in a reading task was better training than matching the same words. The findings tended to support the hypothesis that the letter is the unit of learning to read. It was suggested that prereading and beginning reading programs be modified to include discrimination learning.

4430
Kingston, Albert H., Jr. "The Relationship of First-Grade Readiness to Third- and Fourth-Grade Achievement," Journal of Educational Research, 56, No. 2 (October 1962) 61-67.

The relationship of beginning first-grade readiness test scores to third- and fourth-grade scholastic achievement was studied. Metropolitan Readiness Test scores and Stanford Achievement Test (Elementary Battery) scores were obtained from the school records of 269 fourth- and fifth-grade pupils from five white elementary schools in Atlanta. Multiple regression equations were computed separately for boys' scores and girls' scores. The first-grade readiness test correlated significantly with scholastic achievement at third and fourth grade. The magnitude of the correlation coefficients indicated that prediction of achievement was not feasible. The matching and number tests of the readiness test correlated the highest with overall achievement. References are included.

5532
Koontz, Eunice Raby. Significant Factors Associated with Reading Achievement in the Primary Grades: A Longitudinal Study. 174 p. (Ph.D., Ohio State University, 1960) Dissertation Abstracts, 21, No. 8, 2194-95. Order No. L. C. Mic 60-6385, microfilm $2.75, xerography $8.00 from University Microfilms.

School entrance age, sex, Metropolitan Readiness Test scores, Kuhlman-Anderson intelligence scores and mental ages, general health, father's occupation and education, and mother's education, for 121 boys and 142 girls, available from their entrance into grade 1 through grade 3, were studied to determine if they were significantly related to reading vocabulary, reading comprehension and total reading scores for grades 2 and 3. Using a multiple regression technique, the author found the number readiness score and the matching item from the Metropolitan Readiness Test, and the sex and general health of the child to be significantly related to reading achievement in grades 2 and 3.

4258
Koppitz, Elizabeth M., Mardis, Verdena, and Stephens, Thomas. "A Note on Screening School Beginners with the Bender Gestalt Test," Journal of Educational Psychology, 52, No. 2 (April 1961) 80-81.

The usefulness of the Bender Gestalt test (Bender, 1938) as a screening tool for beginning first-grade students was explored. Two hundred seventy-two beginning first-grade students from 11 classes in seven schools representing a socioeconomic cross-section were subjects. The Bender Gestalt test and the Lee-Clark Reading Readiness Test or the Metropolitan Readiness Test, respectively, were administered to the pupils. Test scores were correlated with each other and with actual achievement at the end of the school year. It was found that the Bender correlates well with the readiness tests and can predict actual achievement as well as they can. Tables and references are given.

5535
Kremenak, Shirley White. An Investigation of the Relationships among Reading Achievement, Reading Readiness and the Ability to Match within and between the Visual and Auditory Sensory Modalities. 148 p. (Ph.D., The University of Iowa, 1965) Dissertation Abstracts, 26, No. 10, 5870. Order No. 66-3453, microfilm $3.00, xerography $7.00 from University Microfilms.

The ability to match within and between the visual and auditory sensory modalities was studied in relation to reading. One hundred eight first-grade children were tested on their ability to make the following associations: visual to visual (V-V), visual to auditory (V-A), auditory to visual (A-V), and auditory to auditory (A-A). Two broad questions were investigated: (1) What is the relative difficulty of the tasks? Are differences related to age or sex? (2) Do these measures relate to reading readiness or achievement? The initial testing was done prior to formal reading instruction. Visual stimuli were a pattern of dots and dashes presented on plain white cards; auditory stimuli (dots and dash sounds) were presented with an electric telegraph key. Each subject was exposed to four matching sets, six pairs of stimuli in each set. The subjects were required to make a same-different response. The Harrison Stroud Reading Readiness Profiles, Metropolitan Achievement Test, and the Lorge-Thorndike Intelligence Test were administered. The tasks differed in difficulty in the following order: V-V, V-A, A-V, and A-A. No age or sex differences were related to performance of the tasks. The V-A and A-V tasks were significantly related to later reading; the A-V task contributed more to the correlation. A significant relationship was found between letter naming and A-V and V-A matching. A high score in A-V and letter naming did not assure success in reading, although a low score in each often resulted in poor reading. Additional findings are included.

6401
Langston, Genevieve. "Achievement of Gifted Kindergarten and Gifted First Grade Readers," Illinois School Research, 3 (1966) 18-24.

The effects of kindergarten reading instruction were investigated at the Metcalf Laboratory School, Illinois State University. Two kindergarten classes of 48 gifted children with an IQ of 125 and above were grouped for reading instruction. Regular kindergarten teachers taught the superior and average readiness groups, while a student helper worked with the poor readiness groups. Reading instruction for the superior and average groups consisted of 77 20-minute lessons. The poor readiness groups had reading readiness experiences and free work periods. All subjects were tested for reading achievement and personal-social adjustment at the end of kindergarten training and at the end of the first two grades. Results showed that readiness may not be a satisfactory predictor of future reading success. Some gifted first graders may not achieve reading progress despite their high IQ and readiness for school. If readiness is matched with the learning task, kindergarten readers learn to read faster and perform better in all language arts areas. Kindergarten reading instruction does not lead to personal and social maladjustments. These results imply that early reading instruction benefits those who are ready for it.

6115
LaPray, Margaret Helen and Ross, Ramon. "Auditory and Visual Perceptual Training," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 530-32.

Results of a study of the effects of auditory and visual discrimination training on first-grade children in San Diego are reported.

Sixty children with preexperiment scores in the bottom quartile on the Jastak wide range reading rest and on the Bender Gestalt perception test were divided into four groups. Group 1 was given modified visual training; group 2 was given extra reading help; group 3 was occupied with diverting activities to test the Hawthorne effect; and group 4 received no special instruction. All children achieved better on post-experiment testing, indicating the role of regular classroom teaching in improvement. Group 1 achieved better on the post-experiment Bender Gestalt, and group 2 achieved better on the post-experiment Jastak. The conclusion was reached that perceptual skills can be trained, but that more work must be done on the relationship between visual perception and reading. The experimenters recommended that primary emphasis in beginning reading be placed on letters and words which are part of reading symbols, that physical coordination activities be made part of readiness programs, and that both visual and auditory perception skills be developed early in reading programs.

5548
Lepper, Robert Earl. A Cross Cultural Investigation of the Relationships between the Development of Selected Science-Related Concepts and Social Status and Reading Readiness of Negro and White First Graders. 108 p. (Ph.D., The Florida State University, 1965) Dissertation Abstracts, 26, No. 8, 4501-02. Order No. 65-15, 475, microfilm $3.00, xerography $5.40 from University Microfilms.

The extent to which family social status as measured by the McGuire-White Index of Value Orientation is related to the development of selected science-related conservation tasks developed by Jean Piaget was explored. A correlational analysis was made between success on the Piagetian tasks and scores on the Metropolitan Reading Readiness Test. The tasks used in this study were the conservation of continuous substance, conservation of discontinuous substance, conservation of number, conservation of length, and conservation of area. The subjects were all first graders drawn from an all-Negro elementary achool and an all-white elementary school. Thirty Negro and 30 white subjects were matched and stratified into three groups on the McGuire-White Index for the social status comparisons. The correlations between success on the Piagetian tasks and scores on the Metropolitan Reading Readiness Test were positive, statistically significant, and numerically low. It was concluded that the practice of grouping children exclusively on the basis of reading readiness scores for their science classes should be seriously questioned. Additional findings are included.

6405
Leton, Donald A. and Dayton, Glenn O., Jr. "Relationship of Critical Flicker-Fusion Thresholds to Reading Readiness in Six-Year-Old Children," _Perceptual and Motor Skills_, 18 (1964) 175-81.

Critical flicker-fusion thresholds (CFF) were determined for two groups of 6-year-old children who were differentiated on the basis of their readiness for reading instruction. There was no significant difference between the mean CFF scores for the high and low readiness groups. There appeared to be a tendency for these subjects to cross thresholds on succeeding ascending and descending trials. This may have been due to a response delay or to administration procedures. There was no significant correlation between CFF thresholds and scores on reading readiness, intelligence, and reading achievement. There were no significant relationships between CFF scores and results of visual screening examinations. It was concluded that CFF procedures are not of practical value for the identification of children with low reading readiness. References are listed.

6691
Levin, Harry. _Project Literacy, Coding Unit 1966. A Cognitive Approach to Reading Readiness--Coding Games._ 45 p. (BR-5-0537-2, OEC-6-10-025, Cornell University, Ithaca, New York, 1966) ED 011 583, microfiche $0.25, hardcopy $2.35 from EDRS/NCR.

A new curriculum of coding games was developed for beginning readers. The curriculum's content emphasized teaching the child to decode letters into sounds that represent language. The purpose was to show the child the reasonableness of the relationship between writing and speech. The coding games began with an emphasis on language and the various codes that can be used to stand for language. Pictures and picture-symbols were used to introduce written codes. The games were completed with an introduction to the use of alphabetic code (to supplement ability to communicate with simple written symbols). The curriculum was tried out in two kindergarten classes. The results achieved by use of this curriculum were evaluated by interviews with individual children. Although only one child knew a letter stands for a sound, the children understood that codes stand for language and could handle codes effectively. Followup recommendations, as well as an outline of the curriculum itself, were presented in the report. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of reading and writing skills.

6662
Levin, Harry. Report of the Fourth Research Planning Conference Held under the Auspices of Project Literacy in Princeton, New Jersey, December 11-13, 1964 -- Project Literacy Reports, No. 4. 59 p. (CRP-F-034-4, BR-5-0617-4, OEC-4-10-113, Cornell University, Ithaca, New York, 1964) ED 010 310, microfiche $0.50, hardcopy $3.05 from EDRS/NCR.

Provided in this report are complete texts of the papers presented at the fourth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the eight papers presented are (1) "Responsive Environments," (2) "An Abstract of Proposed Research Directed toward Developing Self-Instructional Reading Programs," (3) "Empirical Development of a Beginning Reading Skill," (4) "Computer-Based Instruction in Initial Reading," (5) "Beginning Reading -- An Eclectic Phonic Approach," (6) "A Framework for the Analysis of Early Reading Behavior," (7) "Effects of Compensatory Preschool Programs," and (8) "Proposal for Study of Various Aspects of Teaching Effectiveness with Children of Differing Characteristics."

6661
Levin, Harry. Report of the Third Research Conference Held under the Auspices of Project Literacy in Swampscott, Massachusetts, September 25-27, 1964 -- Project Literacy Reports, No. 3. 64 p. (CRP-F-034-3, BR-5-0617-3, OEC-4-10-113, Cornell University, Ithaca, New York, 1964) ED 010 309, microfiche $0.50, hardcopy $3.30 from EDRS/NCR.

Provided in this report are complete texts of the papers presented at the third research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "The Child's Acquisition of Grammar," (2) "The Reading Readiness Nursery School," (3) "Some Observations of the Learning Environment of the Child Growing Up in the South End of Boston," (4) "Research Plans for Studies of Cognitive Socialization," (5) "Perceptual Discrimination, Social Class, and Age -- A Brief Description of Planned Research," (6) "Expansion Training and the Child's Acquisition of Grammar," (7) "Mental Abilities of Children in Different Social Class and Cultural Groups," (8) "The Use of Linguistic Structures in Learning," (9) "Aural and Visual Learning in Children," and (10) "Brief Statement of Research Ideas -- Motivational Content Analysis of Primers."

5195
Lockhart, Hazel M. "Personality and Reading Readiness," Illinois School Research, 2 (1965) 9-11.

The relationships between (1) total personality and reading readiness, (2) personal adjustment and reading readiness, and (3) social adjustment and reading readiness were examined. The population studied consisted of 25 girls and 32 boys in the first grade, 51 of whom had kindergarten background. Data were derived from results gained on the California Test of Personality (Form AA) and the Metropolitan Reading Readiness Tests (Form R), both of which were administered in the early fall. Significance of the resulting coefficients was determined by means of the Fisher t-test for the relationship of total personality test score and the subsection scores with the reading readiness status. Results indicated a positive, low relation significant at the 1 percent level with total personality for the group and for the boys. Social adjustment appeared as a negligible factor. The only category in which there was a difference of a whole point was in freedom from withdrawal tendency, with the girls scoring higher than the boys. Both sexes showed poor adjustment for freedom from nervous symptoms. Suggestions are made for greater teacher attention to personality factors when evaluating academic possibilities of young children. Four references are cited.

5557
Loper, Doris Jean. Auditory Discrimination, Intelligence, Achievement, and Background of Experience and Information in a Culturally Disadvantaged First-Grade Population. 120 p. (Ed.D., Temple University, 1965) Dissertation Abstracts, 26, No. 10, 5873. Order No. 66-659, microfilm $3.00, xerography $5.80 from University Microfilms.

A group of first graders from a socially and economically disadvantaged population was used to investigate the interrelationships among auditory discrimination as a reading readiness factor, intelligence, achievement, and background of experience and information through both individual and group measures. One hundred five Negro, white, Puerto Rican, and Oriental first-grade pupils from four schools in Philadelphia served as subjects. The following tests were administered: Wepman Auditory Discrimination Test, Phonics Mastery Survey, Gates Reading Readiness (Rhyming), Monroe Reading Aptitude (Auditory Word Discrimination), Wechsler Intelligence Scale for Children, Philadelphia Verbal Ability, Informal Word Recognition, Informal Reading Inventory, Metropolitan Readiness, a questionnaire, and the Van Wagenen Readiness (Range of Information). It was concluded that group tests were not adequate measures of abilities of children in this type of population. Additional conclusions and suggestions for further study are included.

6104
MacKinnon, A. R. "Reading and Five-Year-Old Children," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 164-67.

Results of a reading achievement study with 5-year-olds in their first year of formal schooling in Edinburgh, Scotland, were reported. Richards-Gibson materials for beginning reading were used as were the Gates Reading Readiness Tests and Tests R6 and R7 of Schonell's Diagnostic Test in Reading. Three groups from each of eight classrooms were designated as the experimental group, which worked on Richards-Gibson materials in groups; as control group 1, which worked on Richards-Gibson materials individually; and as control group 2, which worked on material similar to that already in use in the classroom. Comparisons of test results for each group showed the experimental group scoring higher than either of the others and demonstrating increasing expertness in perception and facility for appropriate language usage. Scores superior to children in the control groups were noted in tests dealing with complex sentences, spontaneous writing, spelling, and use of detail in drawing.

4287
Malmquist, Eve. Barnens Kunskaper Och Färdigheter Vid Skolgangens Borjan (Children's Knowledge and Readiness for Beginning School). Kungl. Skoloverstyrelsen (Sweden), 1961. 170 p.

Research initiated in 1958 at the National School for Educational Research, Linköping, to study 386 beginners in the first-grade course in 20 classes from 16 schools in Östergötland is reviewed. To facilitate the development of statistical material and the analysis of results, the children were divided into subgroups according to particular schools, grades, or provinces represented. A battery of 15 different tests served as the basis for determining accomplishment in reading, writing, and understanding of numbers. Two tests were employed for assessing intelligence and maturity. A carefully stated and extensively detailed narrative analysis of findings and a summary of interpretations are included. The need for continuous research to satisfy the demands for individualized teaching for school beginners is described. References are given.

6237
Malmquist, Eve. "Organizing Instruction to Prevent Reading Disabilities," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 36-39.

Conditions ideal to forestalling and preventing the occurrence of reading disabilities are discussed. Readiness, a certain developmental level or a minimal degree of maturity and experience, should be assessed when the child enters school. Readiness factors to be considered are physical development, visual perception, auditory perception, intelligence, language development, emotional and social maturity, previous experiences, background concepts and relevant knowledge of letters, and reading ability. Intelligence tests, a battery of reading readiness tests, and teacher observations and ratings are suggested for assessing readiness. Materials and methods used in primary reading should be influenced by the age at which a child begins school, and individual differences within and between children should be noted. The four-group reading system commonly used in Sweden is described.

6207
Malmquist, Eve. "Reading Instruction in Sweden," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 204-08.

A sound reading program must be broad and comprehensive. In Sweden, pupils begin reading through individualized readiness programs and move into systematic learning of basic reading skills, recreational reading, oral reading, and functional content reading as they grow in reading ability. Teachers are beginning to be aware of the reading needs of children and are teaching more reading skills at all levels. Despite a lack of stress in this area, children seem to be able to vary their reading rates as needed for different purposes.

6208
Malmquist, Eve. "Reading Research in Scandinavia," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 399-404.

Results of studies of primary-level reading instruction problems are reported. A Danish study of the effectiveness of part-time remedial reading instruction showed that although instructed second graders did not reach the competence level required for promotion, they needed less remedial instruction the next year. Norwegian reading readiness studies stressed the need for a diagnostic approach from the beginning of a child's schooling and for adjusting method and approach to individual differences and recommended additional research for reading readiness tests, prediction tests, and teacher training. A Swedish study investigating first-grade reading disability variables showed intelligence, spelling ability, parental social status and education, and teacher experience to be most closely related. Longitudinal studies of reading disabilities and of primary reading and writing development diagnosed reading readiness and general readiness and established a teaching situation which synthesized on-going diagnosis, treatment, and teaching. The positive effects of typewriters as aids for teaching reading and writing were not substantiated by a controlled experiment. A study of the effects of postponing from grade 1 to 3 the change from manuscript to cursive writing showed that the time needed for the change was much less at grade 3 and that writing quality was equal to that of children who changed in grade 1. References are included.

5565
Mann, Leta Maxine. An Extended Reading Readiness Program for a Selected Group in the First Grade. 524 p. (Ph.D., State University of Iowa, 1961) Dissertation Abstracts, 22, No. 5, 1521. Order No. 61-4037, microfilm $6.65, xerography $23.65 from University Microfilms.

One hundred and three first-grade pupils were placed in an experimental and a control group on the basis of performance on the Harrison-Stroud Reading Readiness Tests administered in kindergarten. Seventy-four lessons with instructional aids and independent activity materials were constructed and used in an extended readiness program for the experimental group lasting one semester. The Harrison-Stroud tests, a learning-rate test, the Reading Readiness Listening Test, and the Gates Primary Reading Tests were used. Informal devices gave estimates of attitudes and work habits. At midsemester, mean differences favored the control group although only one subtest, using context and auditory clues, was significant. Differences in means at the end of the semester favored the experimental group although no significant differences were found. After 6 months of instruction for the control group and 3 months for the experimental group, differences favored the control group. Differences in sentence and paragraph reading were significant. The range of reading at the final testing was wider for the control group indicating an apparently more rapid rate of progress for the experimental group. Teachers used a variety of instructional materials without using a textbook. Attitudes of other children towards the readiness group were negative at first and gradually changed to positive attitudes which were reflected in the pupil's attitude toward self and the teacher's attitude toward them. Parents' attitudes were generally passive. A sample of subjects generally revealed more positive attitude towards reading and better work habits for the experimental group.

4945
Maslow, Phyllis, Frostig, Marianne, Lefever, D. Welty, and Whittlesey, John R. B. "The Marianne Frostig Developmental Test of Visual Perception, 1963 Standardization," Perceptual and Motor Skills, 19 (October 1964) 463-99.

A summary of the statistical data on the 1963 standardization sample for the Marianne Frostig Developmental Test of Visual Perception is given. Construction and development of the test are discussed. Phases of visual perception measured by the test are described as eye-motor coordination, figure-ground perception, form constancy, position in space, and spatial relationships. The test may be administered to individuals or to groups. Subjects were 2,100 unselected nursery school and public school children (ages 3 to 9) from predominantly middle-class homes in Southern California. Details of the statistical analysis, results of reliability and stability tests, and norms are given. Scoring is based on the conversion of raw scores to perceptual age equivalents and perceptual quotients (PQ's). Use of the test as an integral part of evaluation of children needing remedial or readiness programs is urged. Related studies based on training children in visual perception are described. Scores obtained by children referred to a clinical school because of learning difficulties and by children with clinical signs of brain damage are reported. A pilot study of visual perception training with two public school kindergarten classes is described. Included in this summary are tables, figures, and references.

5210
Mason, George E. and Prater, Norma Jean. "Early Reading and Reading Instruction," Elementary English, 43 (1966) 483-88, 527.

Literature dealing with early reading and reading instruction is reviewed. The studies and articles are discussed within these categories: (1) children who learned to read prior to school entrance without deliberate training, (2) children who received deliberate training in reading prior to age 6, (3) children who entered school prior to age 6 compared with their older gradenates, (4) reading readiness training or pretraining for formal reading instruction. Five preliminary conclusions warranted by some comparative studies are listed. A bibliography is included.

4451
Mattick, William E. "Predicting Success in the First Grade," Elementary School Journal, 63 (February 1963) 273-76.

The judgments of kindergarten teachers in predicting the success of their pupils in early first grade is compared with the results of four standardized tests. Subjects were 972 kindergarten children in a suburban school district that had a total enrollment of 14,000. In April, all kindergarten teachers were asked to rate each pupil as having high, average, or low potential for success in the first grade. Following this, the pupils were tested with two of four tests: Metropolitan Readiness Tests (Form R), Lee-Clark Reading Readiness Test, California Short-Form Test of Mental Maturity, and the Lorge-Thorndike Intelligence Tests (Form A). Coefficients of correlation between the four test scores and kindergarten teachers' predictions of success in early first grade are presented in table form. Of the five predictors evaluated in the study, the Metropolitan Readiness Tests were the most effective. Supplemented by teachers' judgments, they should prove valuable in making decisions relative to pupil placement. The data of the study offer no evidence of the predictive value of any of the instruments beyond early first grade.

6902
McBeath, Pearl Marcia Loebenstein. The Effectiveness of Three Reading Preparedness Programs for Perceptually Handicapped Kindergarteners. 144 p. (Ph.D., Stanford University, 1966) Dissertation Abstracts, 27, No. 1, 115-A. Order No. 66-6365, microfilm $3.00, xerography $6.80 from University Microfilms.

Three programs designed to improve the visual perception of perceptually handicapped kindergarteners were evaluated. The relationship of classroom adjustment and perceptual ability was studied. The vision of children with good and poor perceptual ability was compared. Twenty-four kindergarten classes were assigned randomly into four groups following different programs: (1) training as prescribed by Kephart, emphasizing physical coordination activities, (2) training following the Frostig program, emphasizing kinesthetic and tactile exercises, (3) an alternation of the preceding two methods, and (4) no treatment other than normal classroom activities. The Lee-Clark Reading Readiness Test was administered in keeping with the hypothesis that the specially trained groups would be better prepared for reading. Rating forms consisting of 19 descriptions of behavior were completed by teachers according to the hypothesis that observed behavior would relate to a child's perceptual ability. It was found that none of the programs provided significantly superior results in developing reading readiness skills. A significant difference was found between the visual acuity of those who scored low on a test of perception and those who scored high.

3339
Meyer, George. "Some Relationships between Rorschach Scores in Kindergarten and Reading in the Primary Grades," Journal of Projective Techniques, 17 (December 1953) 414-25.

The usefulness of the Rorschach test as a prognostic test of reading achievement and a measurement of reading readiness was investigated in a 3-year study in the San Jose Unified School District. Subjects were 51 children (26 boys, 25 girls) from a group of 86 children used in the 1952 Meyer and Thompson normative study of the Rorschach test at the kindergarten level. Data were obtained from the Rorschach test administered during the last 2 months of the kindergarten year, the Stanford-Binet (Form L) given during the fall term of the first grade, the Chicago Reading Test (Test B, Form 2) given at the beginning of the third grade, and reading achievement records from first to third grades. Rorschach responses for third-grade achieving and retarded readers and the original normative group were compared and statistically analyzed. Eight differences in the use of various Rorschach variables were found between the achieving readers and the retarded readers. It was concluded that Rorschach records may be used both for reading prognosis and reading readiness, particularly in the areas of intellectual and emotional readiness. References and tables are included.

6921
Meyerson, Daniel Willis. Effects of a Reading Readiness Program for Perceptually Handicapped Kindergarteners. 112 p. (Ed.D., Stanford University, 1966) Dissertation Abstracts, 27, No. 10, 3371-A. Order No. 67-4308, microfilm $3.00, xerography $5.60 from University Microfilms.

The effects of a reading readiness training program for perceptually handicapped kindergarteners who differed in visual acuity were determined. Interaction effects of training with socioeconomic status and the effects of training on pupils with normal perception were also analyzed. To choose the perceptually handicapped, the Perceptual Forms Test and the Frostig Developmental Test of Visual Perception were given. The poor and good vision subjects were randomly assigned to experimental or control groups. Experimental groups received 8 weeks of training, 15 minutes a day. Training consisted of large muscle coordination and eye movement exercises as recommended by Newell Kephart. Control groups received no training. Following the training period, the Ginn Pre-Reading Test, Part 3, and the entire battery of the Lee-Clark Reading Readiness Test were administered. The scores of the experimental group did not surpass the control group scores. The major conclusion was that factors associated with socioeconomic status were apparently more closely related to the reading readiness level of perceptually handicapped kindergarten students than either visual acuity or Kephart training.

5579
Miller, Grover Clint. *The Effect of an Experimental Approach to Promoting Reading Readiness on Aspects of Reading Achievement at the First Grade Level*. 93 p. (Ed.D., University of Arkansas, 1964) *Dissertation Abstracts*, 25, No. 3, 1788-89. Order No. 64-10, 070, microfilm $2.75, xerography $4.80 from University Microfilms.

The effect of two reading readiness programs of different durations on control and experimental groups of first-grade students was investigated. The population consisted of 51 pairs of first-grade children. The students were matched within three months of their chronological age, three points of readiness scores, and by sex. Nine hypotheses of no differences between the two approaches to reading readiness were analyzed by the t-test at the 5 percent level of significance. The hypothesis of no difference was accepted at all stages of the study with the exception of the comparison at the ninth month between the girls with lower initial readiness. The mean score of the conventional group was significantly higher. The control group had a greater loss in retention between the ninth and twelfth months. The loss was large enough to be significant at the 5 percent level when compared with the small loss of the experimental group. Sex was not a significant factor in reading readiness levels for beginning students in this study. Those students who entered the first grade with chronological ages of 72 months or above achieved on a higher level in reading 12 months later than those students who were younger. The difference was significant at the 5 percent level.

6926
Miller, Wilma Hildruth. *Relationship between Mother's Style of Communication and Her Control System to the Child's Reading Readiness and Subsequent Reading Achievement in First Grade*. 344 p. (Ed.D., University of Arizona, 1967) *Dissertation Abstracts*, 28, No. 4, 1213-A. Order No. 67-12, 179, microfilm $4.40, xerography $15.55 from University Microfilms.

Fifty-five mothers and their 55 kindergarten-aged children -- 19 middle-class, 19 upper-lower class, and 17 lower-lower class -- were contacted through home interviews to assess maternal teaching style, family control systems, the children's daily activities, and their home prereading activities. The children were given the Metropolitan Readiness Test in May 1966. Their first-grade teachers rated them according to a reading readiness observational checklist in the fall of 1966. Fifty-one children were given the Gilmore Oral Reading Test and four subtests of the Stanford Achievement Test in late February and early March 1967. The Mann-Whitney U Test analyzed the significant differences between the three social classes. The study revealed that maternal language, maternal family control, and the child's daily schedule were not significantly related to reading readiness or first-grade reading achievement. Maternal teaching style and prereading activities in the home were related to reading readiness, but were not related to first-grade reading achievement. The study also revealed significant differences between the three social classes in maternal language, maternal family control, child's daily schedule, and home prereading activities. No significant differences in maternal teaching styles were apparent.

3037
Milner, Esther. "A Study of the Relationship between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interaction," Child Development, 22 (June 1951) 95-112.

The language IQ scores of 21 children with the highest scores and 21 children with the lowest scores were compared to identify what innate or environmental factors might be operative in particular areas of behavior. One hundred and eight children in first grade in three elementary schools in Atlanta were given the Haggerty Reading Exam, Sigma I, and Subtest I plus the Language Factor Subtest of the California Test of Mental Maturity, Primary Form. Following the preliminary testing, 42 children and mothers were interviewed individually. The study concluded (1) that these children, by the time they entered school, had specific patterned family-based experiences which influenced their degree of readiness to read, and (2) that school should fill in the experiential gaps for the lower-class children by providing them with the kinds of emotional, motivational, and verbal experiences which they lack. The following recommendations were made: (1) nursery schools and kindergartens among the lower classes should be publicly supported, (2) the major part of the first school year should be devoted to building up a warm, positive interpersonal relationship between teacher and child, (3) a controlled 2-year study involving two groups of lower-class verbally handicapped children should be undertaken. Tables and references are given.

6105
Monroe, Marion. "Necessary Preschool Experiences for Comprehending Reading," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 45-46.

Preschool experiences with books develop verbal and perceptual skills which indicate a child's language ability levels. By observing on a 5-step scale a child's reaction to a picture, a teacher can determine whether he (1) sees only characters and objects in a picture, (2) describes action on the part of the characters, (3) sees relationships between characters and objects, (4) sees the picture as a part of a narrative, or (5) reacts to mood and emotion in the picture and draws conclusions about it. The child who cannot at least see relationships between characters and objects in pictures or cannot see a picture as part of a narrative will need help with readiness skills before beginning to learn to read. As part of readiness, children should possess descriptive vocabularies in addition to perceptual abilities in order to experience beginning reading success.

3038
Moreau, Margaret. "Long Term Prediction of Reading Success," _California Journal of Educational Research_, 1 (September 1950) 173-76.

Most research during the thirties indicated that mental age was the best single predictor of success in reading. A comprehensive study by Gates confirmed the predictive value of such factors as phonetic discrimination, knowledge of letter names, forms and sounds, and the ability to recognize similarities and differences between printed words and letters. The belief that there was a minimum chronological or mental age necessary for reading seemed to have little basis in fact. Teaching methods determined which skills children used most in learning to read and so determined which type of readiness should be used. The reading achievement of 275 pupils in a low sixth grade was correlated with their readiness and intelligence scores. The superiority of girls in the first grade carried through to the sixth. All correlations obtained showed that 5-year predictions of reading achievement based on first-grade intelligence and readiness scores were almost as reliable for sixth grade as for first. Neither score was reliable for individual prediction but both tests were excellent screening devices. It was recommended that pupils who scored low on either or both should be given individual diagnosis and attention. Two tables are included.

4455
Morrison, Ida E. "The Relation of Reading Readiness to Certain Language Factors," _Challenge and Experiment in Reading_. International Reading Association Conference Proceedings, 7 (1962) 119-21.

Two investigations of some language abilities in reading readiness were made. The first involved the relationship of children's maturity in the use of various types of sentence structure to their scores on the Lee Clark Reading Readiness Test. Subjects were 83 children in four kindergartens in a city school district. Their language was recorded at sharing time and classified as to complexity of sentence structure.

When the raw scores used to measure the children's levels of sentence structure were correlated with the raw scores on the reading readiness tests the coefficient was .721. The second language ability tested was the recall of incidents in a story. The correlation coefficient for the relationship between the number of incidents and the reading readiness score was .786. Findings suggest that language development should be given a great deal of attention in the readiness program.

6106
Muehl, Siegmar. "The Effects of Letter-Name Knowledge on Learning to Read a Word List in Kindergarten Children," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 128-33.

The alternate possibilities that letter-name learning provides a cue which mediates or which interferes with learning to read a word list are explored. Research indicates that kindergarten children learn to discriminate words and associate word meaning on the basis of details associated with the stimulus configuration of the word and that children learn to associate familiar verbal labels with these details. Providing children with a consistent set of labels in the form of letter names should facilitate these processes. Results of the study showed (1) that learning letter names interfered with word recognition and was most directly reflected in the frequency of omissions, (2) that kindergarten children may not have the language skills necessary to utilize the information provided them by letter-name labels, (3) that children's verbal responses to adult questions about how they recognize a word may bear no relation to the identifying response they actually use, and (4) that it is possible that the relation between letter-name knowledge and reading performance resulted from the sound similarity between most letter names and their phonic value in word pronunciation. References and tables are included.

4294
Muehl, Siegmar. "The Effects of Visual Discrimination Pretraining with Word and Letter Stimuli on Learning to Read a Word List in Kindergarten Children," Journal of Educational Psychology, 52, No. 4 (August 1961) 215-21.

This study tests the assumption that at the prereading stage the child learns to discriminate among words on the basis of word form for the whole word, and to discriminate among words on the basis of word parts. The subjects were 60 kindergarten children from public schools in Iowa City. The subjects were randomly assigned to three pretraining groups on the basis of the kinds of pretraining for visual discrimination or matching planned for each group prior to learning to read a prescribed word list. Two groups received discrimination pretraining with words; the third group was presented with relevant letters. Three sets of pretraining materials were presented in four orders. All subjects received eight matching trials. The reading or transfer task was designed to make all stimuli relevant to the reading task words, with the reading task immediately following the pretraining period. There were no significant performance differences between the two word discrimination groups on either a pretraining or reading task. Results in tabular form are presented along with detailed discussion and summary of the experiment. References are included.

6118
Muehl, Siegmar and King, Ethel M. "Recent Research in Visual Discrimination: Significance for Beginning Reading," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 434-39.

An overview of recent research on learning discrimination is presented, and implications for teaching reading are suggested. Results of experimentation imply (1) that visual discrimination training should, from the beginning, deal with word and letter stimuli; (2) that the simultaneous matching format presently used seems adequate; (3) that letter stimuli should be used as early as kindergarten; (4) that three-way association of visual, sound, and meaning clues should be used prior to beginning reading instruction; (5) that specific visual discrimination should be used prior to each reading lesson; and (6) that picture clues used to introduce new vocabulary would probably facilitate learning. References are included.

6132
Murphy, Helen A. "A Balanced First Grade Reading Program," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 33-36.

A 4-point reading readiness program concerned with teaching visual and auditory discrimination and language facility before beginning reading instruction is described. First, ear training should be used as a basis for phonics instruction. Second, letter knowledge should be taught in order for children to be able to recognize written words. Third, phonics instruction should be given, and the generalizations acquired should be applied to new words. Fourth, word recognition should be stressed, giving children practice in immediate word perception.

Both teacher-made and commercial materials should be used in this program. Basal readers should be a starting point, with the teacher using them for average students and adjusting them to the needs of other children.

6077
Murphy, Helen A. "A Research Pitfall: Jumping to Conclusions," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 117-19.

Thirty years of research evidence have shown that knowledge of letter names and sounds contributes to a child's success in learning to read and that these abilities can be taught. This research summary includes studies made to determine what skills children possessed when they entered first grade, preschool experiences as reported by parent interviews, and school adjustment as evaluated by teachers. High achievers were matched with low achievers of the same mental age, showing that those who knew letters when they began school were superior in reading achievement in March of the same year. Exercises were developed to teach letter recognition to an experimental group, while a control group was not taught the letters. The experimental group was statistically superior to the control group. Children who were taught letter names as well as letter recognition appeared to more easily acquire sight vocabulary than those who were not taught. A study comparing a sound and letter recognition program with the readiness program of a basal reader series showed the sound-letter recognition program to produce superior results. Further studies involved the analysis of readiness workbooks and the development of an inservice program for first-grade teachers. References are included.

5587
Nash, Patt Neff. The Effectiveness of Composite Predictors of Reading Success in the First Grade. 124 p. (Ed.D., North Texas State University, 1963) Dissertation Abstracts, 24, No. 4, 1482. Order No. 63-7385, microfilm $2.75, xerography $6.00 from University Microfilms.

Tests to predict reading success were administered during the first month of school to 132 first-grade children. Predictor tests given were Metropolitan Readiness Test, selected items on the Stanford-Binet Intelligence Scale (Form L-M), a sociometric technique, Draw-a-Man Test, Learning Rate of Words Inventory, New Gestalt Test, and Maturity Level for Reading Readiness Scale. The criterion test, Gates Primary Reading Test, was administered the last week in February of the same school year. A multiple regression equation showed the best predictors of reading success to be the Metropolitan Readiness Test, Learning Rate of Words Inventory, and Stanford-Binet items. An alternate composite was formed from the Metropolitan Readiness Test, Learning Rate of Words Inventory, and New Gestalt Test. Results implied that there are many complex and interrelated factors influencing the reading process. Predictor tests measuring specific aspects of the reading process are best in predicting reading success. Use of the composite predictors listed above increases the reliability of prediction over that obtained using any one of the predictors. There is no significant decrease in prediction reliability when the alternate composite predictors are employed.

6941
Nicholson, Elsie Mae. An Investigation of the Oral Vocabulary of Kindergarten Children from Three Cultural Groups with Implications for Readiness and Beginning Reading Programs. 291 p. (Ed.D., Western Reserve University, 1965) Dissertation Abstracts, 27, No. 3, 710-A. Order No. 66-8020, microfilm $3.75, xerography $13.30 from University Microfilms.

The oral vocabulary and concepts possessed by kindergarten children from three socioeconomic levels in response to structured stimuli are described. The socioeconomic levels were upper-, middle-, and lower-class. Data from children (N=209) attending two school systems were analyzed. Taped interviews were transcribed and analyzed for amount and variety of words and for concepts possessed in five areas. The vocabulary derived was compared with the International Kindergarten Union Vocabulary list to discover differences in vocabulary since 1926. It was concluded that children displayed a wide range and scope of vocabulary. Modern vocabulary reflects a wide range of words related to space science, technology, and social class values. Social class was a significant determinant of the oral vocabulary used by kindergarten children. Neither sex nor race was a significant determinant of the oral vocabulary used by kindergarten children.

3343
Nila, Sister Mary. "Foundations of a Successful Reading Program," Education, 73 (May 1953) 543-55.

A study of 300 first-grade entrants is reported, and the characteristics and skills which contribute to success in beginning reading are described. The role of readiness tests which evaluate related skills is discussed, and the goals of a prereading program are outlined. Two studies comparing the achievement of large groups of children who received prereading instruction with the achievement of children who began formal reading instruction immediately are described to demonstrate the advantages of developing adequate readiness. A 3-year followup study of one of the groups indicated that the advantage gained in prereading instruction was maintained and that this advantage was reflected in their physical, social, and personality development as well. Principles for a program of differentiated reading instruction are listed. A 33-item bibliography is included.

5595
Olson, Leroy C. The Effects of Non-Public School Kindergarten Experience upon Pupils in First Grade. 173 p. (Ed.D., Pennsylvania State University, 1962) Dissertation Abstracts, 23, No. 3, 889-90. Order No. 62-4100, microfilm $2.75, xerography $8.00 from University Microfilms.

Sixty-eight incoming first graders who met the criteria of 1 full year of nonpublic school kindergarten experience were matched with 68 first graders with no kindergarten experience on the basis of sex, age, position in family, occupation of father, education of father, and mother working or in the home. The Pintner-Cunningham, Metropolitan Readiness Test, teacher and parent maturity ratings on a checklist, height and weight, citizenship grade after first 6 weeks of school and average for the year, scholastic average for the year, and academic achievement for the year were used to compare the two groups. Significant differences favoring the kindergarten group were found for reading readiness, total readiness, maturity rating by teachers, arithmetic readiness, citizenship average for the year, scholarship average for the year, and number achievement. When the scores were adjusted by covariance for the greater mental ability of the kindergarten experience group, significant areas favoring the kindergarten group were total academic readiness and the maturity rating by teachers. No significant differences were found between the two groups on the remainder of the variables previously listed. The author concluded that to the short-range benefits gained by the kindergarten experience group were added the long-range benefits of citizenship, scholarship, and number achievement.

6944
Olson, Narine Hilchey. An Analysis of the Relationship between Conventional Reading Readiness Measures and Intellectual Functioning. 104 p. (Ed.D., University of Gerogia, 1967) Dissertation Abstracts, 28, No. 11, 4490-A. Order No. 68-5072, microfilm $3.00, xerography $5.20 from University Microfilms.

The purposes of this study were to examine the degree of commonality between selected reading readiness tests and to determine the predictive power of readiness tests and sex as variables contributing to intelligence test performance. The subjects were 294 children enrolled in 15 first-grade classrooms of two rural school systems in northeastern Georgia. All subjects were tested using the Metropolitan Readiness Test, the Lee Clark Reading Readiness Test, and the California Short-Form Test of Mental Maturity, Level 0. The results of data analysis appeared to indicate that administration of more than one reading readiness test was impractical, since the tests seemed to measure the same abilities. This study found no significant difference between the sexes on readiness performance where intelligence was the criterion variable. The results of the regression analysis suggested that administration of both readiness and intelligence tests was valuable since the data indicated that each contributed a significant degree of information not yielded by the other.

4124
Parsley, Kenneth M., Jr. and Powell, Marvin. "Relationships between the Lee-Clark Reading Readiness Test and the 1937 Revision of the Stanford-Binet Intelligence Test, Form L," Journal of Educational Research, 54 (April 1961) 304-07.

The relationships between the Lee-Clark Reading Readiness Test and the Stanford-Binet Test of Intelligence were examined. The sample was composed of 169 entering first-grade children in a suburban school district near Cleveland, Ohio, who had Lee-Clark Readiness Test grade placement scores of .7 or below. Each child was tested individually on Form L of the 1937 Revision of the Stanford-Binet Test of Intelligence by a certified school psychologist. The correlations between the Lee-Clark raw scores and the Stanford-Binet IQ and the Stanford-Binet Mental Age are relatively low, indicating no strong relationship between scores. The correlations between the Lee-Clark Grade Placement Score and the Stanford-Binet IQ and the Stanford-Binet Mental Age are higher than those reported in the raw score comparison and offer better, but still relatively poor, prediction. An additional analysis of 52 cases with grade placements of 0.0 on the Lee-Clark also yielded low positive correlations. Tables and references are given.

6119
Perry, Mary Glenn. "Policies Determining Which Young Children are Reading," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 266-68.

Policies for determining reading readiness were studied by a questionnaire mailed to various school systems and by a review of the literature. While no general established policies were found, it was concluded that press and parental pressures for early beginning reading were influencing policies and that some policies, such as those developed by Durkin, Moore, and Pitman, were being determined as a result of research studies. Research did not support the hypothesis that early instruction resulted in a permanent advantage for early readers. Suggestions are made concerning school policies on readiness, noting the need for longitudinal studies in reading instruction, for child development research, and for attention to individual needs and language development. References are included.

3985
Ploghoft, Milton H. "Do Reading Readiness Workbooks Promote Readiness?" Elementary English, 36 (October 1959) 424-26.

The effectiveness of reading readiness workbooks was investigated. Children in one morning and one afternoon kindergarten class were used as subjects. Reading readiness workbooks were used by Group A for the last 9 weeks of school and were not used at all by Group B. Both groups were exposed to the same informal kindergarten program. No extra formal readiness activities were provided for either group. Upon entrance to first grade in September both groups were administered a standardized reading test to obtain a measure of each child's readiness to read. Measures of mental ability were obtained through administration of the Pintner-Cunningham Primary Test of General Ability, Form A. Means and standard deviations were found for both groups when the data were analyzed by t-test. No significant differences were found in the mental ages, mental abilities, or the achievement of the two groups. Possible conflicting variables are discussed. References are given.

6462
Popp, Helen M. "The Measurement and Training of Visual Discrimination Skills Prior to Reading Instruction," Journal of Experimental Education, 35 (1967) 15-26.

The effects of test-specific discrimination training are discussed. One hundred and twenty-seven beginning first graders were pretested for visual discrimination of bigrams and trigrams. Selected pupils were assigned either to the experimental group which received test-specific discrimination training or to the control group which received nontest-specific discrimination training. Pretest and post-test scores for individuals and for the two groups were compared. Results indicated that all subjects in the experimental group performed satisfactorily on items for which they had been specifically trained. A statistically significant difference was found between the performance of the experimental and control groups. Training was successful with individuals as well as with groups. It was concluded that if the specific behavior desired is carefully analyzed, tests can be devised to determine whether or not that behavior is in a student's repertoire; practicable and effective training programs can be constructed for those who need them. Specific revisions and reconstructions for the program used in this study are suggested. References are listed.

4126
Powell, Marvin and Parsley, Kenneth M., Jr. "The Relationships between First Grade Reading Readiness and Second Grade Reading Achievement," Journal of Educational Research, 54 (February 1961) 229-33.

A study was conducted to investigate the relationships between the results of the Lee-Clark Reading Readiness Test administered at the beginning of the first grade and the results of the California Reading Test administered to the same pupils at the beginning of the second grade in the Willoughby-Eastlake City Schools, Ohio. The Lee-Clark scores were correlated with the Reading Vocabulary Score, the Reading Comprehension Score, and the Total Reading Score to determine whether the whole test or one of the parts offered the best prediction. The Pearson product moment correlation technique, Bloomer and Lindquist, was used. A further analysis was done to determine whether the reading group placement suggested by the Lee-Clark norms related to second grade achievement scores. Test results of 703 children, who had taken both tests, were considered. The highest degree of relationship exists between the Lee-Clark and the California Total Reading Score for the middle, high, and total groups. Only the correlations for the low group were not significant. It was felt that the Lee-Clark was useful primarily as a predictor of the Total Reading test results for the entire group, not in dividing children into reading groups. Other results and conclusions are discussed. Tables and references are included.

6693
A Pre-Reading Unit on the Rationale for Coding Speech into Writing. 31 p. (BR-5-0537-4, OEC-6-10-028, Cornell University, Ithaca, New York, September 1966) ED 011 585, microfiche $0.25, hardcopy $1.65 from EDRS/NCR.

This unit guide was designed for demonstrating to the prereader that writing is a code for speech and that letters are symbols for sounds made in speech. It was developed as a prereading unit under "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The lessons of the unit were developed in progressive sequences for allowing the child to form concepts of a variety of communication modes. It was anticipated that the participating child would develop understandings of (1) the arbitrary nature of written language, (2) the importance of sentence ordering to meaning, (3) the left-right orientation used in reading the English language, and (4) the necessity for correctly positioning letters. The unit was designed for use in the second semester of kindergarten or in the first semester of grade 1.

3437
Prescott, George A. "Sex Differences in Metropolitan Readiness Test Results," _Journal of Educational Research_, 48 (April 1955) 605-10.

A study to determine the extent of the effect of sex differences in the performance of beginning first-grade pupils on the Metropolitan Readiness Test was conducted. The data for the study were the test results of 7,821 boys and 7,138 girls from 56 communities in 26 states. When beginning first-grade boys and girls were matched according to chronological age, the Metropolitan Readiness Test performance of the girls was somewhat superior to that of the boys. The mean Metropolitan Readiness Test score of the overage boys was slightly higher than that of the overage girls. However, the difference was of neither practical nor statistical significance. The mean Metropolitan Readiness Test score of the underage girls was slightly higher than that of the underage boys, although the difference was not significant. It was recommended that correlations between test scores and criteria of achievement be computed separately for boys and girls at the local level. Tables and references are provided.

6240
Putnam, Lillian. "Prevention of Reading Difficulties," _Vistas in Reading_. International Reading Association Conference Proceedings, 11, Part 1 (1966) 240-43.

Ways of facilitating reading disability prevention in elementary school children are presented. Suggestions indicate (1) that teacher training institutions should require improved reading courses of all elementary education majors; (2) that parental cooperation should be enlisted by schools; (3) that necessary auditory and visual discrimination skills, vocabulary, and other concepts should be taught before formal reading instruction begins; (4) that post-kindergarten screening should identify children not ready for formal reading instruction; (5) that mid-first-grade screening, followed by selective testing, should identify children having reading difficulty; and (6) that methods and materials should be suited to individual children's needs and best learning modalities. References are included.

6961
Rhodes, Odis Idean. The Effects of Extended Activity on First Grade Reading Readiness and Achievement. 138 p. (Ed.D., University of Houston, 1967) Dissertation Abstracts, 28, No. 11, 4390-A. Order No. 68-6878, microfilm $3.00, xerography $6.60 from University Microfilms.

Extended activities for first graders were investigated to determine their influence on reading readiness and reading achievement. The study was conducted in four elementary schools. Two schools, one classified as activity-rich and one classified as activity-poor, were paired and assigned to each method -- basal reader and extended activity. Pretesting and post-testing were done with alternate forms of the Metropolitan Readiness Tests and the Stanford Achievement Test, Primary I Battery. The experimental group took eight field trips. Activity-poor groups showed more relative gain in reading readiness than activity-rich groups, regardless of the method used. Both methods produced approximately the same results in reading achievement.

6474
Robinson, H. Alan. "Reliability of Measures Related to Reading Success of Average, Disadvantaged, and Advantaged Kindergarten Children," The Reading Teacher, 20 (1966) 203-09.

An attempt to find, develop, or adapt test instruments to identify visual, auditory, and visuo-motor abilities in kindergarten children is reported. The subjects were 258 kindergarten children in three schools from advantaged, average, or disadvantaged neighborhoods. The reliability of the eight tests administered was computed. The Goodenough Draw-A-Man Scale appeared to be reliable at the three socioeconomic levels. The Visuo-Motor Test was more reliable for the disadvantaged group. The total score on the Ortho-Rater Vision Test did not appear to be a reliable measure. The Metropolitan Readiness Tests and the Columbia Mental Maturity Scale were very reliable for the disadvantaged and average groups. The Auditory Discrimination Test by Joseph M. Wepman seemed to be reliable for advantaged kindergarten subjects. The Letter Discrimination Test was extremely reliable for the disadvantaged and average subjects, but low in reliability for the advantaged group. The Word Discrimination Test appeared to be quite reliable for the disadvantaged and average subjects also, but low again for the advantaged subjects. Tables and references are included.

4312
Roche, Helen. "Junior Primary in the Van Dyke Level Plan," Journal of Educational Research, 55 (February 1962) 232-33.

The hypothesis that a period of reading readiness between kindergarten and formal reading is essential for some children was investigated. An experimental group of 179 children and a control group of 103 children were chosen as subjects from the 1952 and 1953 kindergarten classes of the Van Dyke schools. The experimental group was divided into three subgroups based on the results of tests: (1) children ready for formal reading were placed in Level 1; (2) those needing more readiness than the basic series provided were placed in Junior Primary A; and (3) very immature and slow learning children were placed in Junior Primary B. Superior achievement was shown by children in the experimental group. A retarding factor of the program was found in teachers who were unwilling to cooperate or were unable to recognize the opportune time to accelerate or slow down a child's program. A need for central leadership for the continuing success of such a program was shown. Other findings and conclusions are listed.

6478
Rosen, Carl L. "An Experimental Study of Visual Perceptual Training and Reading Achievement in First Grade," Perceptual and Motor Skills, 22 (1966) 979-86.

A total of 637 first-grade pupils, in 12 experimental and 13 control classrooms, were examined to determine the effects of visual perceptual training on reading achievement. The experimental classrooms received a 29-day adaptation of the Frostig program for the development of visual perception while the control classrooms added comparable time to regular reading instruction. Tests of homogeneity of means and variances among treatment groups were conducted for chronological age, socioeconomic status, Lorge-Thorndike Intelligence, Metropolitan Reading Readiness (total six subtests), and pretest Frostig Developmental Test of Visual Perception (DTVP). Analyses of variance demonstrated equivalence of treatment groups on these measures prior to training. After the experimental training both groups were given the Bond-Balow-Hoyt New Developmental Reading Test and the DTVP. Analyses revealed improvement in the experimental group of the visual perceptual abilities trained, but improvements in these abilities did not result in superior performance in reading achievement. In two of the analyses, control groups were superior to experimental groups on reading comprehension. Initially low-perceiving boys in the experimental group were higher in reading achievement than comparable boys in the control group. Eleven references are included.

5628
Rosen, Carl Lyle. A Study of Visual Perception Capabilities of First Grade Pupils and the Relationship between Visual Perception Training and Reading

Achievement. 382 p. (Ph.D., University of Minnesota, 1965) Dissertation Abstracts, 26, No. 9, 5247-48. Order No. 65-15, 287, microfilm $4.90, xerography $17.35 from University Microfilms.

The effects of a visual perception training program, as measured by the Frostig Developmental Test of Visual Perception, upon growth in perceptual capabilities and reading achievement of first-grade pupils were studied. The sample included 324 boys and 313 girls in eight Minneapolis, Minnesota, elementary schools representing all socioeconomic levels. Classes were randomly assigned to experimental and control groups resulting in 12 experimental and 13 control classes. An adaptation of the Frostig Visual Perception Training Program was utilized. A basic training workbook was used by each child during the 29-day program. Regular reading instruction and 30 minutes of perceptual training were given in each daily session. An equivalent amount of regular reading instruction was offered the control group each day. Initial testing was accomplished by using the Metropolitan Readiness Tests and pretests of visual perception. Post-tests of visual perception and Bond-Balow-Hoyt New Developmental Reading Tests were administered as final tests. Although the initial Frostig perceptual measures were found to be highly related to the Metropolitan Readiness and total reading scores, the perceptual measures correlated higher with readiness than with reading measures. Reading achievement and readiness were not predicted as accurately by IQ as by the three perceptual measures. Significant differences were found in post-perceptual measures favoring the experimental group. Additional findings are included.

6120
Rosenbloom, Alfred A., Jr. "Promoting Visual Readiness for Reading," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 89-93.

The effective operation of visual and perceptual processes is discussed by (1) considering the developmental aspects of vision; (2) determining visual readiness for reading instruction, including the role of visual perception; (3) describing the development of visual problems and their effect on reading achievement; (4) discussing how visual problems may be identified and corrected; and (5) considering the challenges which lie ahead.

6972
Rosenfield, Sylvia Schulman. The Effect of Perceptual Style on Word Discrimination Ability of Kindergarten Children. 103 p. (Ph.D., The University of Wisconsin, 1967) Dissertation Abstracts, 28, No. 12, 4914-A. Order No. 67-17, 007, microfilm $3.00, xerography $5.20 from University Microfilms.

The usefulness of analytic perceptual style as a predictor of visual discrimination level was studied. Subjects were 60 kindergarten children divided into analytic and nonanalytic groups of boys and girls. One-half of each group received discrimination training. Analysis of variance indicated that nonanalytic boys did significantly poorer on the Word Discrimination Test than their analytic peers. No significant differences were found for girls. An analysis of covariance and an examination of the improvement pattern of the groups indicated that nonanalytic boys who had received discrimination training improved more than any other group.

6121
Rutherford, William L. "Perceptual-Motor Training and Readiness," _Reading and Inquiry_. International Reading Association Conference Proceedings, 10 (1965) 294-96.

The effects of a training program on the readiness development of kindergarten pupils were studied. A play program using specially chosen equipment and activities was designed to develop the skills of laterality, directionality, accurate body image concepts, visual-kinesthetic matching, and binocular and monocular control. An experimental group using experimental equipment and a control group using regular playground equipment were compared by total groups, boys and girls, and younger and older children. Children in the experimental group made significantly higher gains in reading and total readiness than did the control subjects. The program seemed to be especially effective in increasing the readiness development of boys and of younger subjects.

5634
Rutherford, William Lewis. _The Effects of a Perceptual-Motor Training Program on the Performance of Kindergarten Pupils on Metropolitan Readiness Tests_. 108 p. (Ed.D., North Texas State University, 1964) _Dissertation Abstracts_, 25, No. 8, 4583-84. Order No. 65-1150, microfilm $2.75, xerography $5.40 from University Microfilms.

The effect of perceptual-motor training on reading readiness as measured by the Metropolitan Reading Tests was studied. The population included 64 children enrolled in four kindergarten classes. A 2 x 2 x 2 factorial design was used as the experimental design for the study, with treatment, sex, and age being the three variables. The author concluded: (1) The experimental group made greater mean gains than the control group. (2) No significant differences occurred when comparing boys with girls or younger and older subjects. (3) There were no significant interactions. These findings indicate that the perceptual-motor training program used in this study was highly effective in promoting total readiness as measured by Metropolitan Readiness Tests.

5277
Schoephoerster, Hugh, Barnhart, Richard, and Loomer, Walter M. "The Teaching of Prereading Skills in Kindergarten," The Reading Teacher, 19 (1966) 352-57.

Two different readiness programs were evaluated: (1) an informal and unstructured program devoid of any workbook and (2) a formally scheduled and structured program in which the requisite tasks were presented in sequential order in conjunction with a workbook. It was hypothesized that kindergarteners of three defined levels of academic potential who followed the structured readiness program with a workbook would achieve higher scores on a reading readiness test than the children in the unstructured program, and that a greater percentage of the experimental group would exceed the standards for passing on a readiness test. The control group was composed of 490 children in Grand Forks, North Dakota, who were taught by teachers who preferred to use the unstructured method, with varied activities and materials. The experimental group, numbering 496 children, was taught the lessons as outlined in the Teacher's Manual of "Getting Ready to Read." Only the experimental teachers grouped the children for instruction. The program began in January. In May all subjects were tested with A Prereading Inventory of Skills Basic to Beginning Reading -- Part One. Both hypotheses were accepted. Children of below average ability especially benefited from the formal program. Test scores are presented in four tables.

6984
Serwer, Blanche L. The Relation between Selected Reading Readiness Measures and Acquisition of Sight Vocabulary in Low Socio-Economic Urban First Grade Negro Children. 136 p. (Ph.D., New York University, 1966) Dissertation Abstracts, 27, No. 8, 2409-A. Order No. 67-124, microfilm $3.00, xerography $6.60 from University Microfilms.

A sample of 147 children in two special service schools in the Harlem area of New York City was measured on five aspects of reading readiness. A measure of the acquisition of sight words, the initial task in the reading process as reading is currently taught in a preponderant number of schools in the nation, was obtained at the same time. The measures of reading readiness included were comprehension of oral language, auditory discrimination, visual discrimination, knowledge of letter names, and visual-motor coordination. Each of these five measures was found to have a significant positive correlation with the acquisition of sight words. In this sample of disadvantaged Negro children, there were no significant differences favoring girls in the selected reading readiness measures. However, boys were significantly more proficient in knowledge of word meanings. There was no difference in the correlations found for boys and for girls. Knowledge of letter names was found to contribute most to the multiple R of .566. A comparison of the mean scores of the children in this study with the test norms revealed that this sample was at or below the 30th percentile on all five reading readiness measures.

3560
Shane, Harold G. "The First R," Research Helps in Teaching the Language Arts, Chapter 2, 4-33. (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1955)

Reading research dealing with those areas most frequently of concern to teachers is surveyed. A discussion and a summary for each of the following topics are included: (1) reading readiness, (2) the sequence of reading experiences, (3) word attack skills, speed, and comprehension, (4) the reading program and individual differences, (5) reading and children's interests, (6) the effectiveness of commercial materials, (7) causes of reading disability, (8) evaluating pupils' progress in reading, and (9) the role of oral reading. A 191-item bibliography is provided.

5648
Shea, Carol Ann. Visual Discrimination of Words as a Predictor of Reading Readiness. 180 p. (Ph.D., The University of Connecticut, 1964) Dissertation Abstracts, 25, No. 11, 6321. Order No. 65-2743, microfilm $2.75, xerography $8.20 from University Microfilms.

A correlation study was completed to determine the best predictor of reading achievement at mid-year. The Visual Discrimination Word Test, the Metropolitan Reading Readiness Test Form R, and the Lorge-Thorndike Intelligence Test were administered to 76 first-grade children. After 5 months of formal first-grade instruction, a word recognition test constructed by the investigator was administered to these same children. From an analysis of the data, the author reached the following conclusions: (1) The Lorge-Thorndike Intelligence Test and the Visual Discrimination Word Test had the greatest correlations with the Word Recognition Test. (2) The Visual Discrimination Word Test was the best predictor of word recognition ability for the pupils in the lowest quarter, the low middle quarter, and the highest quarter of the group. (3) The Metropolitan Reading Readiness Test was the best predictor of word recognition ability for the pupils in the high middle quarter of the group. (4) There was a high correlation between achievement on the Visual Discrimination Word Test and achievement on the Word Recognition Test, and an almost identical relationship existed between achievement on the Lorge-Thorndike Intelligence Test and the Word Recognition Test.

3450
Sheldon, William D. "Reading: Instruction," Language Arts and Fine Arts. Review of Educational Research, 25, No. 2, 92-106. (Washington, D. C.: American Educational Research Association, April, 1955)

This review of the literature concerning reading instruction is organized under the following headings -- reading readiness, elementary school teaching, secondary school teaching, word analysis and word recognition, improvement of reading, remedial instruction, interest factors, physical factors, home factors, and readability. A discussion of needed research and a bibliography of the 135 sources reviewed are included.

6992
Silberberg, Margaret Catherine. The Effect of Formal Reading Readiness Training in Kindergarten on Development of Readiness Skills and Growth in Reading. 143 p. (Ph.D., University of Minnesota, 1966) Dissertation Abstracts, 28, No. 3, 974-A. Order No. 67-10, 287, microfilm $3.00, xerography $6.80 from University Microfilms.

An 8-week formal reading readiness program in kindergarten was administered to an experimental group while a control group received the usual informal kindergarten program. The Gates Reading Readiness Tests were given immediately following the experimental treatment and again at the beginning of first grade after 3 weeks of readiness instruction given to all first graders. The Bond-Clymer-Hoyt Developmental Reading Test was administered at the end of the first grade. Analysis of variance and covariance of the data revealed that formal reading readiness training in kindergarten did not affect measured reading readiness at the end of kindergarten but did affect readiness after 3 weeks of regular first grade training. However, such training did not affect measured reading level at the end of first grade reading instruction.

6134
Silvaroli, Nicholas J. "Factors in Predicting Children's Success in First Grade Reading," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 296-98.

Eighty-seven randomly selected first graders were used to determine whether any combination of the readiness factors of mental age, auditory discrimination, visual discrimination, letter identification, social class status, and maternal need-achievement could be used to predict reading achievement and also to determine the relationship between maternal need-achievement and reading success. Preexperiment measurement included the Durrell Informal Test of Upper and Lower Case Letter Identification, the

Otis Quick-Scoring Mental Ability Test: Alpha Short Form, and the Warner Index of Status Characteristics. Mothers were given the Mc-Clelland n-Achievement Test. Post-experiment measurement was the Gates Primary Reading Test: Form 3. Multiple correlations of the six factors were done for both boys and girls to determine the factors most likely to be good predictors. Regression equations were used in predicting scores. It was concluded that a measure of letter identification could be used to predict probable reading success, but that specific kindergarten instruction in letter identification would not satisfy the need for certain preschool verbal experiences. References are included.

6493
Silvaroli, Nicholas J. and Wheelock, Warren H. "An Investigation of Auditory Discrimination Training for Beginning Readers," The Reading Teacher, 20 (1966) 247-51.

The extent to which children acquired the auditory signs for their language signals and whether these children needed auditory discrimination training were studied. Three low socioeconomic level schools were selected to participate. All children attending morning kindergartens were administered the auditory discrimination subtests of the Harrison-Stroud Reading Readiness Test and the Wepman Auditory Discrimination Test. These tests were also used as a post-test measure. Sixty randomly selected children were placed in each an experimental and control group. The experimental group was subdivided into two groups. The experimental groups had 15 minutes per day of auditory discrimination training for 5 weeks. Analysis of variance was used to analyze the data. Significant gains were made by the experimental group on post-test scores as measured by the Wepman Test. The Harrison-Stroud test indicated inconsistent results. From the results of the study it was concluded that the group tests were not appropriate for 6-year-old children in lower socioeconomic groups. References are included.

5653
Silvaroli, Nicholas Joseph. Intellectual and Emotional Factors as Predictors of Children's Success in First Grade Reading. 121 p. (Ed.D., Syracuse University, 1963) Dissertation Abstracts, 24, No. 12, 5098. Order No. 64-5673, microfilm $2.75, xerography $6.00 from University Microfilms.

Auditory and visual discrimination measures were administered to 600 kindergarten children in public elementary schools to determine whether any combination of the factors of mental age, auditory discrimination, visual discrimination, letter identification, social class status, and maternal n-achievement could be used prior to formal reading instruction to predict probable reading success. Tests administered were the Durrell Informal Test of Upper and Lower Case Identification and the Otis Quick-Scoring Mental Ability Test: Alpha Short Form. Social class status was determined by the Warner Index of Status Characteristics. Mothers of the children were given the McClelland n-Achievement Test. The Gates Primary Reading Test served as the criterion variable. From multiple correlations for various combination of these six readiness factors, regression equations were developed for both boys and girls. It appeared that the single factor of letter identification could be used to predict reading achievement as well as all or any combinations of the readiness factors used in this study. There was no apparent value in adding the other factors to predict reading achievement scores in the first grade.

5655
Simpson, Dorothy Margaret. Perceptual Readiness and Beginning Reading. 103 p. (Ph.D., Purdue University, 1960) Dissertation Abstracts, 21, No. 7, 1958. Order No. L. C. Mic 60-4214, microfilm $2.50, xerography $5.20 from University Microfilms.

The purpose of this study was to determine the contribution of perceptual ability (as measured by the Metropolitan Readiness Test and the Primary Mental Abilities Test) to first-grade reading achievement, and to assess the effectiveness of certain perceptual training activities in reading instruction. Correlations were computed between the perceptual subtest scores and the Metropolitan Reading Tests total score for 312 first graders. The perceptual subtests correlated relatively more highly with reading achievement than did the traditionally designated reading readiness subtests. Experimental and control groups were established of 24 pupils each. One group received training to increase perceptual skills. The group which received perceptual training attained a significantly greater reading achievement score than the control group (3.3 months greater on the average).

6123
Singer, Harry. "An Instructional Strategy for Developing Conceptual Responses in Reading Readiness," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 425-31.

The conceptualized response reading readiness program constitutes the first stage in the sequential developmental of an hierarchically organized working system that can be mobilized for attaining speed and reading power. In this initial stage of reading readiness, each lesson is designed to contribute to the development of a subsystem or conceptualized response to the printed word. This subsystem can be described as a communication system of mutual interfacilitation for responding to the printed word. A bibliography is included.

4502
Smith, Carol E. and Keogh, Barbara K. "The Group Bender-Gestalt as a Reading Readiness Screening Instrument," Perceptual and Motor Skills, 15 (December 1962) 639-45.

A study designed to develop a Bender-Gestalt technique usable as a practical reading readiness screening device for kindergarten children and to evaluate the effectiveness of the Bender-Gestalt Test as a screening instrument with kindergarten children and as a predictive measure of later reading achievement was conducted. Development of an adequate group administrative technique and an objective scoring system which could be quickly and easily applied is described in Phase I of the study. In Phase II, 221 kindergarten children from a Southern California public school district (predominantly middle-class Caucasians) were given the Bender-Gestalt and the Lee-Clark Reading Readiness Test. One year later 149 of the original children were given the Lee-Clark Reading Test, First Reader-Form A. Each child was rated by his teacher for readiness the first year and for reading achievement the second year. Correlations computed among the various tests and teacher ratings are reported. The group Bender-Gestalt was judged an effective and useful screening instrument for evaluating the readiness level of kindergarten children comparable to the sample. Tables and references are included.

6595
Spache, George D. A Study of a Longitudinal First Grade Reading Readiness Program. 356 p. (CRP-2742, OEC-4-10-263, Florida State Department of Education, Tallahassee, 1965) ED 003 355, microfiche $1.50, hardcopy $17.90 from EDRS/NCR.

This project analyzed a longitudinal reading program for identification of growth in abilities, and the relationship between tests. Approximately 60 pupils from control and experimental classes received intensive readiness training in visual perception, auditory discrimination, and language skills. All were tested at 25-month intervals. Analyses consisted of estimations by a variety of oral and silent reading tests. Growth curves were established according to race, age, sex, and type of group. Growth was indicated in the auditory-visual abilities for all groups. The program was found to be of value for Negro pupils. Detailed results and conclusions are presented.

5293
Spache, George D., Andres, Micaela C., Curtis, H. A., Rowland, Minnie Lee, and Fields, Minnie Hall. "A Longitudinal First Grade Reading Readiness Program," The Reading Teacher, 19 (1966) 580-84.

The effect of an intensified and extended reading readiness program upon first-grade reading achievement was evaluated. Subjects were all first-grade pupils in two schools (one white and one Negro) in each of eight Florida county school systems; this design resulted in 32 experimental classes and 32 control classes. Subjects in the experimental schools whose September readiness test scores placed them in the top quarter of the experimental pupils of each race were immediately inducted into formal reading. Pupils in the second quarter of their respective ethnic group were inducted into formal reading in November, the third quarter in January, and the remaining pupils in March. Special readiness materials such as the seatwork activities in the Continental Press workbooks in the areas of visual discrimination, visual-motor skills, blending, and rhyming were used; a wide variety of auditory language activities were offered. The selection of appropriate activities was based upon the indications of a related pair of readiness tests and the child's daily progress. The experimental readiness program was evaluated in terms of end-of-year reading achievement. The program was more successful among Negro pupils than among white. It apparently had an insignificant effect upon pupils mature enough to read early in the school year. Its effectiveness appeared to increase particularly in schools enrolling disadvantaged first-grade pupils.

3564
Spaulding, Geraldine. "The Relation between Performance of Independent School Pupils on the Harrison-Stroud Reading Readiness Tests and Reading Achievement a Year Later," 1955 Fall Testing Program in Independent Schools and Supplementary Studies. Educational Records Bulletin, No. 67, 73-76. (New York: Educational Records Bureau, February 1956)

An attempt to determine the predictive value of the Harrison-Stroud Reading Readiness Tests is reported. The scores of 63 pupils in four independent schools who had taken the Harrison-Stroud Reading Readiness Tests in the fall of 1954 and the Gates Primary Reading Tests a year later were compared. The correlation of the total score on the readiness test with the average reading grade was found to be .48 while a correlation of .59 was found for a similar group which had taken the Metropolitan Readiness Tests in 1953 and the Gates tests in 1954. Although the readiness scores were not shown to be highly useful for predicting reading achievement, they were considered useful in identifying the specific skills that need further development before reading is begun.

4326
Staats, Carolyn K., Staats, Arthur W., and Schultz, Richard E. "The Effects of Discrimination Pretraining on Textual Behavior," Journal of Educational Psychology, 53, No. 1 (February 1962) 32-37.

A study of the effects of discrimination pretraining on textual behavior was conducted. Thirty-six subjects from two kindergartens in Tempe, Arizona, were studied. The Columbia Mental Maturity Scale was administered to all subjects. The children were matched on mental age and assigned to one of three pretraining groups of 12 each. Group 1 had discrimination pretraining with four-letter words in lower-case type; group 2 had discrimination pretraining with the letters making up these words; group 3 had no discrimination pretraining. Following the pretraining discrimination tasks, a texting task using the same words presented to group 1 was administered to all subjects. Learning curves depicting the number of correct anticipations occurring in the texting task for each of the pretraining groups were plotted. A Duncan multiple range test indicated significant differences between the mean of group 1 and the means of groups 2 and 3. The difference between the means of groups 2 and 3 was not significant. Other correlations were obtained; none of the correlation coefficients was significant. Results are discussed. Tables and references are given.

4005
Standish, E. J. "Readiness to Read," Educational Research, 2 (November 1959) 29-38.

The readiness problems of children in infant classes in Britain are described. Of the 60 primary schools studied in Kent, 55 were introducing reading to most of the 5-year-olds for the first time. However, in five schools, most of the children had mastered the mechanics of reading at home. Low ability, lack of parental encouragement, and illiteracy among parents multiplied the problems in adapting educational aims and techniques. Discovering that moment when teaching efforts produce best results proved quite difficult because of the lack of tests for readiness other than those developed in an American cultural setting. Prediction derived from the tests frequently proved inadequate because the norms established on American populations rarely went as low as the age levels required for beginners in Britain. Good teachers found readiness difficult to assess; many considered it a matter of instinct on the part of a teacher. Motivation was considered high on the list of characteristics of the child who might be ready to read. This factor, coupled with teacher attitude and ability to meet individual needs, was stated as conducive to pupil success. References are included.

6505
Stephens, Wyatt E., Cunningham, Ernest S., and Stigler, B. J. "Reading Readiness and Eye Hand Preference Patterns in First Grade Children," Exceptional Children, 33 (1967) 481-88.

To assess the idea that mild neurological disfunction as evidenced by crossed eye-hand preference patterns interferes with the learning of reading skills, comparisons were made of reading readiness test results for 89 first-grade children, 44 boys and 45 girls. Comparisons on the basis of sex and of eye-hand preference patterns yielded no significant differences in levels of reading readiness. Findings suggest that minimal brain disfunction theories may be unsuitable for explaining reading disability. Further research is recommended. References are listed.

5004
Stevenson, H. W. "The Teaching of Reading and Mathematics at the Kindergarten Level," Ontario Journal of Educational Research, 7 (Winter 1964-65) 211-16.

An experiment conducted in a Scarborough, Ontario, school is described. Kindergarten children who entered school in September were tested in January with the two Dominion Group Tests of Learning Capacity (Primary) and the long form of Reading Readiness, and were divided into two groups on the basis of these tests. A complete readiness program was given to 60 percent of the children for the rest of the year as preparation for the more formal instruction of grade 1. The same readiness program was given to the top 30 percent of the class in 2½ months instead of 5, and a formal program of reading, printing, and arithmetic was introduced in April. In each of the following 2 years this same group mastered 1½ years of school work, completing all the work of grade 3 by the end of grade 2. When the experiment was repeated on a larger scale in six schools, in order to fulfill certain criteria concerning size of class, number of kindergarten teachers, and average IQ, results similar to those noted in the trial experiment were obtained. The experiment itself has been turned into an acceleration program for the top 30 percent of the kindergarten population.

5680
Sullivan, Troy Gene. Predicting Readiness and Achievement in Reading by Use of Socio-Economic and Home Reading Material Availability Scales. 111 p. (Ed.D., North Texas State University, 1965) Dissertation Abstracts, 26, No. 3, 1437-38. Order No. 65-10, 074, microfilm $3.00, xerography $5.60 from University Microfilms.

The effectiveness of predicting reading readiness and achievement by use of a home reading material availability scale, and the relationship to the subjects' socioeconomic data was studied. An analysis of the predictiveness of selected reading readiness and achievement instruments between matched groups of Negro and Caucasian subjects was also undertaken. The subjects were 189 Negroes and 323 Caucasians from seven elementary schools, selected from 19 elementary schools with regard to their geographical location and socioeconomic homogeneity, in an east Texas city of approximately 58,000 population. A Home Reading Materials Availability Scale (HRMAS) was constructed and sent to the home of each subject to obtain information about availability of home reading material and socioeconomic data. The subjects were given the Metropolitan Readiness Test during a preschool clinic and the Metropolitan Reading Achievement Test in March of the same school year. The results indicate that the HRMAS did not possess sufficient predictive properties to be useful as a single predictor, but had value when used in conjunction with other instruments. A high positive relationship existed between socioeconomic levels and levels of reading readiness of first-grade pupils. It was also indicated that socioeconomic level did not determine the amount of reading materials in the home of first-grade children. Race was not a factor regarding reading readiness or reading achievement when other factors were equated. Recommendations for further research are included.

6694
Summary of the Project Literacy Curriculum Writing Seminar. 17 p. (BR-5-0537-10, OEC-6-10-028, Cornell University, Ithaca, New York, 1966) ED 011 588, microfiche $0.25, hardcopy $0.95 from EDRS/NCR.

A conference was held to improve and expand a fused curriculum in beginning reading. The curriculum had been developed and tentatively evaluated as part of "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The focus of the curriculum was on a total literate environment for developing not only the child's basic reading skills, but his handwriting, phonics, and listening skills as well. The topics explored and developed in the conference were (1) code mediums for relating written language to speech, (2) methods for determining and insuring reading readiness in preschool programs, (3) abilities needed by young children before beginning formal reading instruction, (4) learning letter and sound correspondences, (5) approach to and sequencing of handwriting instruction, (6) choosing and preparing reading materials, (7) classroom organization and ability grouping, (8) combining counting, sorting, and matching, size conceptualization, and other learnings with reading, (9) overall goals of reading instruction, and (10) the use of technical aids in the classroom.

5009
Summers, Edward G. "Doctoral Dissertation Research in Reading Reported for 1962," Journal of Developmental Reading, 7 (Summer 1964) 223-60.

The doctoral research in reading reported in Dissertation Abstracts for 1962 is presented. This bibliography is a continuation of the 1961 listing reported in the Journal of Developmental Reading (Winter-Spring 1963). Research in elementary, secondary, college, and adult reading is included. Brief summaries of the topics included in the dissertations are arranged under the following six general headings: factors related to reading development (including readiness), development of reading skills, teaching reading -- reading programs, reading materials, measurement and comparison of good and poor readers, and diagnosis of reading problems. An annotated bibliography of the doctoral research studies follows. Descriptions include purpose, procedure, research design, and conclusions. Information concerning author, research title, institution, year, purchase of microfilm or xerox copies is included.

6510
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part I," Journal of Reading, 10 (1966) 169-84, 187.

Nineteen doctoral dissertations reported in Dissertation Abstracts for 1964 are annotated. The doctoral studies carried out in the field of reading on the elementary, secondary, and higher education levels are surveyed. Bibliographical and order information are included.

6511
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part II," Journal of Reading, 10 (1967) 243-57.

Twenty-six doctoral dissertations related to reading which were reported in Dissertation Abstracts for 1964 are annotated. Bibliographical and order information are included.

6512
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part III," Journal of Reading, 10 (1967) 305-27.

Forty-one doctoral dissertations as reported in Dissertation Abstracts for 1964 are annotated. A similar bibliographical listing, published by the Journal of Reading in its preceding two monthly issues, is continued. All necessary information regarding the purchase of either microfilm or xerographic copies of the dissertations has been included.

3459
Sutton, Rachel S. "A Study of Certain Factors Associated with Reading Readiness in the Kindergarten," Journal of Educational Research, 48 (March 1955) 531-38.

The subjects of this study were 150 children, 73 boys and 77 girls, attending kindergarten in Athens, Georgia. The Metropolitan Readiness Tests, Form R, were administered in January and May, and the California Test of Mental Maturity, Pre-Primary Series, was administered in April. Six teachers rated each child on social adjustment in the group. A questionnaire for parents was devised to get information on environmental conditions and personal qualities. In order to determine whether readiness for reading in the kindergarten had a high relationship with a single environmental condition, a personal trait, a combination of personal traits, or teacher ratings of pupil adjustment, 240 Pearson product-moment and/or biserial coefficients of correlation were computed. Ten negative correlations were low, one was high (independent play for girls -- .94), and 31 were indifferent. Seventy-six positive correlations were negligible, 88 were low, 28 were substantial, and six were high. The high coefficients were total scores on the second administration of the Readiness Tests with the first for boys (.90) and girls (.75), reading readiness scores of the second administration with reading readiness scores of the first for the entire group (.73) and boys (.85), "private instruction" for boys (.80) and "marital status of parents" for girls (.89).

4007
Sutton, Rachel S. "Variations in Reading Achievement of Selected Children," Elementary English, 37 (February 1960) 97-101.

A study in variation in reading achievement over a 7-year period for children who scored high on reading readiness tests in kindergarten is reviewed. Subjects, 210 5-year-olds, were enrolled in the Kindergarten Center in Athens, Georgia. Data were collected from a personal information blank filled out by parents, a summary rating on social adjustment made by teachers, and test records for each grade through the sixth year. An accumulation of information developed through the years from parent and teacher reports on behavior and problems, and personal interviews by the investigator. Looking back over the 7-year period, only eight pupils were not working up to capacity; all were achieving from 1 to 4 years above average as measured by standardized norms. Two with high achievement potential were selected and described in detail as illustrative of variations in reading achievement and uniqueness in individual educational maturation. Cumulative data substantiated conclusions emphasizing the need for cooperative effort in the evaluation of growth and pupil needs; for modification of expectancies based upon total environmental influences upon each child; and for early detection of individual characteristics influencing learning, followed by continuous appraisal of growth and evaluation of causal factors for both overachievers and underachievers.

3057
Taylor, Christian D. "The Effect of Training on Reading Readiness," Studies in Reading, Vol. II. Publications of the Scottish Council on Research in Education, 34, 63-80. (London: University of London Press, Ltd., 1950)

The reading readiness and reading achievement scores of Scottish and American children were compared to determine the effect of training on reading readiness. Results of pretests and post-tests indicated the definite superiority of the Scottish children over the American children in reading readiness. Scottish raw scores exceeded those of the Americans by 16.33 points and produced a t-significance of 3.382 at the 1 percent level. The Scottish children scored higher on all tests of form perception and number concepts. Similar results were found in reading achievement. A mean difference of 3.373 t-significance at the 1 percent level was found. In reading achievement, the average Scottish child was 1 year ahead of the American child of the same chronological age. (Scottish children commonly begin school at age 5, Americans at 6.) It was concluded that reading readiness and reading achievement were affected by training as well as by maturation. References are listed.

5013
Thackray, D. V. "The Relationship between Reading Readiness and Reading Progress," British Journal of Educational Psychology, 35 (June 1965) 252-54.

To determine the relationship between reading readiness and reading progress, a representative sample of 182 children of average age 5 years and 4 months from 11 schools in England was tested. Reading readiness data received during the second term by testing visual and auditory discrimination, mental ability, home environment, and emotional and personal attitudes were compared to reading achievement tests which were given later. The Harrison-Stroud Reading Readiness Profiles, Kelvin Measurement of Ability Test for Infants, teachers' ratings of general ability, language, and speech, Multiple Choice Picture Vocabulary Test, and notes on socioeconomic background of children were used. In the fourth and fifth terms of school the same sampling was tested for reading achievement using the Southgate Group Reading Test and the primer criterion. Correlation between the measures of reading readiness and measures of reading achievement are shown. Also a comparison by sex of the raw scores on reading readiness measures and the reading achievement test is given. Minimum mental age requirements for effective reading progress were investigated. Tables are included.

4341
Townsend, Agatha. "Readiness for Beginning Reading," Reading Teacher, 15 (January 1962) 267-70, 276.

A summary of some of the reading readiness research from 1956 to 1961 intended for the reading teacher is reported. Studies dealing with the level of development a child must reach before he is likely to succeed in beginning reading, with physical characteristics, with bilingual background, with the relation of readiness tests to later achievement, and with the utilization of new materials or approaches are included. References are given.

6125
Townsend, Agatha. "Readiness for Beginning Reading," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 43-46.

Emphasis on purely developmental criteria for entrance into reading instruction should be changed into emphasis on the teacher as the person in charge of readiness. Visual, auditory, motor, and verbal skills should be taught in readiness programs, using children's experiences rather than arbitrarily assigned drills as a basis for instruction. When children are to learn left to right discrimination, the teacher should use letters, not figures, in drills. When auditory discrimination is considered, teachers should read to the children as well as having them read orally. Most important, the teacher should not become chained to a basal reading series with all of its attendant workbooks. Instead, greater individualization should be provided.

3465
Traxler, Arthur E. and Townsend, Agatha, with the assistance of Ann Jungeblut and the Educational Records Bureau Staff. Eight More Years of Research in Reading: Summary and Bibliography. Educational Records Bulletin, No. 64. (New York: Educational Records Bureau, 1955) 284 p.

A summary of research in reading from 1945 to 1953 is reported. Recent textbooks and monographs in the field of reading and journal articles devoted to a general discussion of reading problems are included. Summary statements are grouped under general headings: reading readiness and beginning reading; reading interests; reading and other school subjects; vocabulary and content of elementary school readers; vocabulary lists and vocabulary building; phonics; reading tests and testing procedures; speed of reading; eye movements and reading ability; visual, auditory, and speech defects; dominance, handedness, eyedness, and reversals; reading achievement and other factors; reading and personal and social adjustment; activity programs and reading achievement; reading hygiene; diagnosis of reading difficulties; remedial and corrective teaching of reading; developmental reading; reading difficulty and readability formulas; various aspects of reading; and reading -- then and now. A coordinated report on the more significant findings and on general trends in the research is provided. The 760 annotated references are grouped under the same headings as the summary comments. Subject and author indexes are included.

7023
Trussell, Ella May. The Relation of Performance of Selected Physical Skills to Perceptual Aspects of Reading Readiness in Elementary School Children. 64 p. (Ed.D., University of California, Berkeley, 1966) Dissertation Abstracts, 28, No. 1, 134-A. Order No. 67-8504, microfilm $3.00, xerography $3.60 from University Microfilms.

Seventy-five first- and second-grade children were given the Frostig Developmental Test of Visual Perception, the Lincoln-Oseretsky Motor Development Scale, and two motor skill measures. All subjects used in the study were right-handed, and 26 subjects exhibited mixed eye-hand dominance. Chronological age and scores in Metropolitan Achievement Tests subtests of reading achievement and word discrimination were obtained from school records. The correlational matrix of these data was submitted to an orthogonal rotation factor analysis. The factor accounting for the largest amount of variance was characterized by loadings of the two reading subtests and chronological age. The second factor was most closely related to Frostig subtests of figure-ground perception, spatial relations, and, to a lesser degree, eye-motor coordination subtest and chronological age. The third factor had its highest loadings from the Lincoln-Oseretsky subtests. The fourth factor was not clearly defined. The results of the study do not support the use of perceptual-motor evaluation as a diagnostic tool to identify pupils with basic reading difficulties, nor do they substantiate the use of perceptual-motor development programs as a valid method of improving reading skills.

5698
Vilscek, Elaine Catherine. An Analysis of the Effects of Mental Age Levels and Socio-Economic Levels on Reading Achievement in First Grade. 225 p. (Ph.D., University of Pittsburgh, 1964) Dissertation Abstracts, 26, No. 2, 913-14. Order No. 65-7947, microfilm $3.00, xerography $10.15 from University Microfilms.

Whether mental age levels and socioeconomic levels are powerful independent variables affecting first-grade reading achievement was investigated. The study re-examined some of the hypotheses and conclusions of

Morphett and Washburne by determining whether 75 or more percent of the pupils at three different mental age levels and two socioeconomic levels could attain first-grade national norms on standardized reading tests. The 402 pupils received basal reading instruction during the 8-month study. Pupils were assigned to six groups on the basis of family socioeconomic status and pupil mental age. Standardized tests and inventories were used to evaluate pupil intelligence, reading readiness, physiological-social-emotional maturity, family index of social position, and final reading achievement. The findings indicated the following: significant differences in achievement in word knowledge, word discrimination, silent reading, and oral reading were evident between pupils in the three mental age groups; significant differences on the five variables were evident between socioeconomic levels; there were no significant interactions between mental age and socioeconomic levels on the five criterion variables; 75 percent of the pupils in the upper mental age levels attained first-grade national norms in silent reading achievement; and 75 or more percent of the three mental age levels and two socioeconomic levels did not achieve up to first-grade national norms on the Gray Oral Reading Test. It was concluded that mental age levels and socioeconomic levels are powerful independent variables affecting first-grade reading success.

6569
Wattenberg, William W. and Clifford, Clare. Relationship of the Self-Concept to Beginning Achievement in Reading. 65 p. (CRP-377, OEC-SAE-7789, Wayne State University, Detroit, 1962) ED 002 859, microfiche $0.50, hardcopy $3.35 from EDRS/NCR.

This explotatory study was designed to analyze data to determine if the association reported by other investigators linking low self-concepts to reading difficulties was correct or was caused by unfortunate experiences in reading undermining self-concepts. A sample of 185 kindergarten entrants was interviewed and observed for ratings in relation to their self-concept. Two years after completion of kindergarten, the pupils were again measured or rated as to (1) self-concept, and (2) ego strength. Two series of statistical treatment were utilized -- (1) a dichotomized indication of reading progress, and (2) subgrouping by sex, socioeconomic class level, type of school, and present reading book. The results of this study would suggest that measures of self-concept at the kindergarten level would add significantly to the predictive efficiency now attainable through mental ability tests. It would appear that the self-concept stands in a causal relationship to reading achievement, and that progress in reading does not have a marked effect in the formation of the self-concept. Recommendations are made for more research in this area using a variety of techniques and designs.

5706
Weeks, Ernest Emmett. The Effect of Specific Pre-Reading Materials on Children's Performances on the Murphy-Durrell Diagnostic Reading Readiness Test. 135 p. (Ph.D., The University of Connecticut, 1964) Dissertation Abstracts, 25, No. 8, 4586-87. Order No. 65-2753, microfilm $2.75, xerography $6.40 from University Microfilms.

The effect of a commercial reading readiness program and an informal reading readiness program was studied. The total population of 158 children was divided into control and experimental groups. Four classes used the Scott, Foresman reading readiness workbook "We Read Pictures" for a 9-week period at the end of the school year. Four classes held to an informal program using no commercially prepared materials. Experimental and control groups were tested in readiness factors at the close of the 9-week period using the Murphy-Durrell Diagnostic Reading Readiness Test. Statistical comparisons were made using the t-test of significance. The author concluded that the workbook program, as used within the limitations of this study, was less effective in developing visual discrimination than was the informal program. Use of the workbook did not enhance the development of auditory discrimination and learning rate. Chronological age and maturity appeared to be closely associated with readiness as tested. Anxiety and tension were not unduly increased by the use of a structured reading readiness program in kindergarten.

6540
Weintraub, Samuel. "What Research Says to the Reading Teacher -- Readiness Measures for Predicting Reading Achievement," The Reading Teacher, 20 (1967) 551-58.

A review of recent research indicates that current predictive measures of success in beginning reading have lower correlations with the criterion than would be desirable, particularly when used with children from other than middle-class cultures. The readiness factors cited are number subtests, visual discrimination, auditory discrimination, IQ, Bender Gestalt visual motor skills, Draw-A-Man, verbal fluency, speech patterns, and attention span. The research strongly suggests the need to investigate other types of measures than those now in existence. Eighteen references are included.

5335
Weiser, Margaret G. "Three Methods of Appraising Reading Readiness," Illinois School Research, 2 (1965) 23-26.

This study attempted to determine the validity of the Metropolitan Reading Readiness Tests, of the Stanford-Binet Intelligence Scale, and of the combined scores as predictors of reading readiness. It was assumed that the Metropolitan Tests administered in kindergarten would predict reading achievement at the end of grade 1 more accurately than would IQ scores derived from the Stanford-Binet Scales, and that the two scores combined would be more effective than for individual scores on either test. Subjects were 24 middle-class, white second graders in an elementary school in Illinois. Data included the Stanford-Binet IQ range and median score, the range and median score on the Metropolitan Reading Readiness Tests and the range and median score on the reading subtest of the Metropolitan Achievement Tests. Rank order correlations were tabulated for each test separately and for combined scores. Results were analyzed in light of the proposal and interpreted in accord with correlation coefficients and levels of significance for methods of readiness appraisal. Divergencies from predicted findings are cited, and all findings are compared with correlations reported in the literature. The report is supported by references appended to the study.

6580

Weiss, Rita S. A Speech and Reading Enrichment Program. 162 p. (CRP-2299, University of Colorado, Boulder, 1965) ED 003 021, microfiche $0.75, hardcopy $8.20 from EDRS/NCR.

The effectiveness of a speech and reading enrichment program (SAREP) for teaching young children in the kindergarten classroom improved speech habits was tested and evaluated. SAREP teaches children how sounds are formed with the oral mechanism at the same time they are being taught letters and sounds in the school reading readiness program. Two matched groups of kindergarten pupils were utilized as experimental and control groups. A battery of tests was developed to measure the speech proficiency and reading readiness of the children before and after the 17-week experimental period. Results of the SAREP study appear to support the following conclusions -- (1) the general speech proficiency of kindergarten children with less serious speech deviations is improved with 17 weeks of SAREP, (2) phonemic proficiency of children with more serious speech deviations is benefited, (3) the higher levels of speech proficiency of kindergarten children exposed to 17 weeks of SAREP are matched several months later in the first grade by children who have had no SAREP training, and (4) reading readiness is not enhanced by the 17 weeks of SAREP. The study suggests that the major contribution of the enrichment program to kindergarten children is to speed up speech development that would take place more slowly without SAREP.

6547
Wheelock, Warren H. and Silvaroli, Nicholas J. "An Investigation of Visual Discrimination Training for Beginning Readers," Journal of Typographic Research, 1 (1967) 147-56.

Visual discrimination ability was studied. Ninety kindergarten students in three schools were randomly selected for one experimental group and one control group of 45 students each. Both high and low socioeconomic extremes were identified within each group. The experimental group was given training 75 minutes weekly for 1 month in instant recognition of capital letter forms, without naming or sounding the letters. A filmstrip series was developed in 5 lessons to give practice in distinguishing 16 letter forms. Letter pairs that were the same were marked with a square in the following frame so that self-checking came immediately after each response. The teacher also analyzed differences between letters for the students. A tachistoscopic device was used when flashing was required. The Lee-Clark Reading Readiness Test, subtests one, two, and four, and the author-developed Letter-Form-Training Criterion Test were given as pretests and post-tests. Analysis of covariance showed a significant difference (.01 level of confidence) for the experimental group subjects who received training in letter form. Learning to make the required letter-recognition response did enhance visual discrimination ability. The attention-concentration learning by the experimental group was mentioned as a limiting factor of this study. Children from the upper socioeconomic group scored best in pretesting, while children in the lower socioeconomic strata benefited most from the training classes. Tables and footnote references are included.

3288
Williams, Gertrude H. "What Does Research Tell Us about Readiness for Beginning Reading?" The Reading Teacher, 6 (May 1953) 34-40.

The findings of 33 studies in reading readiness and/or related areas are summarized. Six areas of reading readiness are discussed: (1) the nature of reading readiness, (2) physical readiness including vision, hearing, and speech defects, (3) intellectual readiness, (4) personal readiness, (5) language readiness, and (6) perceptual readiness. Implications of the research for the teaching of beginning reading are given. A list of readiness problems needing further research and a bibliography are included.

5721
Wise, James Edward. The Effects of Two Kindergarten Programs upon Reading Achievement in Grade One. 146 p. (Ed.D., The University of Nebraska Teachers College, 1965) Dissertation Abstracts, 26, No. 10, 5926. Order No. 66-2087, microfilm $3.00, xerography $7.00 from University Microfilms.

This study was designed to determine if there is a significant difference between formal and informal kindergarten instruction as measured by a test of reading readiness prior to first-grade instruction, and if there is a significant difference between the two types of kindergarten instruction as measured by a reading achievement test prior to second-grade instruction. The kindergarten classes of the Des Moines, Iowa, Public School System were sampled randomly to select 808 subjects to serve as comparative group A (control) and 812 subjects to serve as comparative group B (experimental). A more formal instructional program with emphasis upon learning specific skills basic to beginning reading was offered the experimental group. A more informal instructional program, with no specific emphasis upon reading readiness, was given to the control group. Each child was tested at the conclusion of kindergarten with the Metropolitan Reading Readiness Test. The California Reading Achievement was administered after completing first-grade work. The Otis Group Mental Ability Test was also used. Between comparative group A and comparative group B, pupils with superior mental ability and all subjects of 6 years of age and older had coefficients of correlation which differed significantly. A significant difference was identified between the two comparative groups when measured by the Metropolitan Reading Readiness Test and the California Reading Achievement Test.

Part II

Information on Reading Readiness, 1900-1949

2792
Almy, Nellie Corinne. Children's Experiences Prior to First Grade and Success in Beginning Reading. Contributions to Education, No. 954. (New York: Bureau of Publications, Teachers College, Columbia University, 1949) 124 p.

Reviews related investigations and presents the results of a study involving 106 first-grade pupils to determine if progress in learning to read is positively related to their responses to opportunities for reading prior to first grade.

578
Berry, Frances M. "The Baltimore Reading Readiness Test," Childhood Education, 3 (January 1927) 222-23.

Describes the aims and construction of a word-discrimination test and a picture-vocabulary test.

2315
Betts, Emmett Albert. "Factors in Readiness for Reading," Educational Administration and Supervision, 29 (April 1943) 199-230.

Describes the relation of 18 factors to reading readiness, basing conclusions upon the evidence presented in 80 references.

1852
Betts, Emmett Albert. "Visual Sensation and Perception Tests," Orthoptist, 2 (March 1939) 1-15.

Presents "previously unpublished data on the reliability and validity of the readings taken on the lateral imbalance slide and the visual sensation and perception tests of the Betts Ready to Read Battery."

1658
Boney, C. Dewitt and Agnew, Kate. "Periods of Awakening or Reading Readines," Elementary English Review, 14 (May 1937) 183-87.

Presents data showing the reading progress of 20 pupils through the primary grades, including the estimated time given by the teacher per year to each child. Points out important conclusions concerning pupil progress and the type of reading program needed.

1751
Calvert, Everett T. "Predicting Accomplishment in Beginning Reading," California Journal of Elementary Education, 6 (August 1937) 34-44.

Presents results of a study of predictive values and limitations of the Metropolitan Readiness Test and its various parts. Includes a partially annotated bibliography on reading readiness.

2108
Carr, John W., Jr. and Michaels, Matilda O. "Reading Readiness Tests and Grouping of First Grade Entrants," Elementary English Review, 18 (April 1941) 133-38.

Presents data relative to the validity of teachers' judgments, "based on several weeks of informal study of first-grade entrants," concerning the relative success of pupils in a reading test given near the end of the first year's work.

2805
Carroll, Marjorie Wight. "Sex Differences in Reading Readiness at the First Grade Level," Elementary English, 25 (October 1948) 370-75.

Bases conclusions on data from varying numbers of first-grade pupils given one or more of a battery of five tests.

2813
Davis, Louise F. S., Ilg, Vivienne, Springer, Martha K., and Hanck, Doreen A. Perceptual Training of Young Children. A monograph on language arts published under the direction of the Research Department of Row, Peterson and Company, No. 56, 1949. 6 p.

Presents the results of an experiment with 28 kindergarten children to determine the effect on reading readiness and later progress in learning to read of training in the rapid recognition of a series of pictures.

1864
Dean, Charles D. "Predicting First-Grade Reading Achievement," Elementary School Journal, 39 (April 1939) 609-16.

Considers relative predictive value of visual acuity, mental age, and readiness test scores, isolated or in combination, for 116 first-grade entrants.

1036
Deputy, Erby Chester. Predicting First-Grade Reading Achievement: A Study in Reading Readiness. Teachers College Contributions to Education, No. 426. (New York: Teachers College, Columbia University, 1930) 62 p.

Presents results of five tests presumed to predict reading readiness and three tests of reading achievement given to 103 first-grade children to determine the best predictive measures of progress in reading.

1754
Dolch, E. W. and Bloomster, Maurine. "Phonic Readiness," Elementary School Journal, 38 (November 1937) 201-05.

Presents correlations between mental age and phonic achievement of 115 pupils in grades 1 and 2.

1765
Falk, Ethel Mabie, Chairman. A Cooperative Study of Reading Readiness. (Madison, Wisconsin: Madison Public Schools, 1937) 106 p. (Mimeographed)

Reports the results of an objective study of the factors in reading readiness and presents a suggestive program for promoting reading readiness.

1993
Fallon, Minnie E. "The Pre-Reading Program," Chicago Schools Journal, 21 (September-October 1939) 10-12.

Reports the status of entering 1-B pupils in eight districts of Chicago and summarizes evidence of progress as a result of prereading training.

1878
Fendrick, Paul and McGlade, Charles A. "A Validation of Two Prognostic Tests of Reading Aptitude," Elementary School Journal, 39 (November 1938) 187-94.

Offers information regarding prognostic value of two reading readiness tests validated against a measure of reading achievement for 66 first-grade subjects.

2000
Gates, Arthur I. "A Further Evaluation of Reading-Readiness Tests," Elementary School Journal, 40 (April 1940) 577-91.

Summarizes and interprets data secured from 173 pupils through the use of the Pintner-Cunningham Primary Mental Test and a series of seven reading readiness tests: picture directions, word matching, word-card matching, rhyming, blending, letter matching, and letter and number naming.

1881
Gates, Arthur I. "An Experimental Evaluation of Reading-Readiness Tests," Elementary School Journal, 39 (March 1939) 497-508.

Report studies to identify reading readiness tests of greatest predictive values. Points out factors influencing prognosis as revealed by extensive study of reading readiness and progress.

1678
Gates, Arthur I. "The Necessary Mental Age for Beginning Reading," Elementary School Journal, 37 (March 1937) 497-508.

Summarizes data "on the relations between mental age and success in learning to read in Grade 1" in four different groups.

1584
Gates, Arthur I. and Bond, Guy L. "Reading Readiness: A Study of Factors Determining Success and Failure in Beginning Reading," Teachers College Record, 37 (May 1936) 679-85.

Discusses the results and implications of a detailed study of the influence of various factors on the progress of children in beginning reading.

1882
Gates, Arthur I., Bond, Guy L., and Russell, David H., assisted by Bond, Eva, Halpin, Andrew, and Horan, Kathryn. Methods of Determining Reading Readiness. (New York: Bureau of Publications, Teachers College, Columbia University, 1939) 55 p.

Reports the results of a series of experiments designed "to test the value of practically every type of test, rating, examination, or other means of appraisal which had then been suggested, or which the authors could think of, as a means of predicting reading progress."

1885
Gates, Arthur I. and Russell, David H. "The Effects of Delaying Beginning Reading a Half Year in the Case of Unperprivileged Pupils with I. Q.'s 75-95," Journal of Educational Research, 32 (January 1939) 321-28.

Offers tentative conclusions from an investigation of the value of delaying reading instruction for 20 pairs of dull-normal and borderline underprivileged children just entering school.

1772
Grant, Albert. "A Comparison of the Metropolitan Readiness Tests and the Pintner-Cunningham Primary Mental Test," Elementary School Journal, 38 (October 1937) 118-26.

Presents conclusions based on data from 3,561 pupils with a median age of 6 years 4.57 months.

1773
Grant, Albert. "The Comparative Validity of the Metropolitan Readiness Tests and the Pintner-Cunningham Primary Mental Tests," Elementary School Journal, 38 (April 1938) 599-605.

Compares the scores of 260 pupils in the first grade of three schools on the Metropolitan Readiness Tests and the Pintner-Cunningham Primary Mental Test and correlates their scores with the progress made in reading.

1590
Harrison, M. Lucile. Reading Readiness. (Boston: Houghton Mifflin Co., 1936) 166 p.

Summarizes the results of studies relating to the factors involved in reading readiness.

2569
Herr, Selma E. "The Effect of Pre-First-Grade Training Upon Reading Readiness and Reading Achievement Among Spanish-American Children," Journal of Educational Psychology, 37 (February 1946) 87-102.

Reports the progress in reading during 1941-42 of two groups of children in nine towns of New Mexico who in August 1940 were 5 years old and were equated as control and experimental groups, the latter receiving schooling during 1940-41, whereas the former did not.

1782
Hilliard, George H. and Troxell, Eleanor. "Informational Background as a Factor in Reading Readiness and Reading Progress," Elementary School Journal, 38 (December 1937) 255-63.

Compares (A) the background of 66 kindergarten pupils on nine main points and (B) their scores on the Gates Primary Reading Test in both the first and second grades.

618
Holmes, Margaret C. "Investigation of Reading Readiness of First Grade Entrants," Childhood Education, 3 (January 1927) 215-21.

Summarizes the opinions of teachers throughout the country concern-the readiness of pupils in first-grade classes for reading instruction.

1900
Huggett, A. J. "An Experiment in Reading Readiness," Journal of Educational Research, 32 (December 1938) 263-70.

Presents data secured from 17 to 48 kindergarten children, concerning interrelations between three reading readiness tests and an intelligence test, and the predictive value of the readiness tests.

2237
Johnson, William H. "Development of the Chicago Program to Aid Pupils Lacking Reading Readiness," Elementary School Journal, 42 (January 1942) 337-46.

Presents evidence of the value of a special program for those entering the first grade who are lacking in normal readiness to learn to read.

1596
Jones, Beatrice A. K. "Adjusting First Grade Experiences to the Needs of the Individual Child," California Journal of Elementary Education, 4 (May 1936) 230-38.

Describes the forms used in making a school-entrance inventory with respect to reading readiness and summarizes responses secured from children.

2363
Kopel, David. "Reading Problems of Pressing Importance," Review of Educational Research, 13 (April 1943) 69-87.

Reviews the results of scientific studies for the 3-year period ending September 1942, concerning such issues as reading and the war, causation of literacy, poor reading, diagnosis and remediation, developmental reading, and reading readiness.

2242
Kopel, David. "Reading Readiness: Its Determination and Use," (Indiana State) Teachers College Journal, 13 (January 1942) 64-70.

Summarizes and interprets data from various published studies relative to reading readiness.

2747
Kottmeyer, William. "Readiness for Reading," Elementary English, 24 (October 1947) 355-66.

Presents data concerning the age of first graders in St. Louis, their average achievement in reading and the correlations between intelligence scores and reading readiness scores, intelligence and reading achievement scores, and teachers' estimates of readiness and intelligence and readiness scores.

2575
Kottmeyer, William. "Reading Readiness in the St. Louis Public Schools," The Saint Louis Public School Journal, 1 (January 1946) 3-26.

Discusses the basic factors of readiness and reports the results of tests and examinations on more than 4,500 white and Negro children in grade "one-low" of the St. Louis Public Schools, September 1945.

1397
Lee, J. Murray, Clark, Willis W., and Lee, Dorris May. "Measuring Reading Readiness," Elementary School Journal, 24 (May 1934) 656-66.

Describes the need for the development of a reading readiness test and summarizes findings secured through its application.

733
MacLatchy, Josephine H. *Attendance at Kindergarten and Progress in the Primary Grades*. Bureau of Educational Research Monograph No. 8. (Columbus, Ohio: Ohio State University Press, 1928) 144 p.

Presents the results of a preliminary study and of a detailed study involving several thousand children to determine the value of kindergarten training as measured by subsequent achievement in the primary grades.

847
McLaughlin, Katherine L., Chairman. *First Grade Readiness and Retardation.* (Research Committee, California Kindergarten-Primary Association, 1928) 36 p.

Reports the results of a study of the causes of non-promotion in the first grade in California, of first-grade readiness in Los Angeles, and of procedures adopted with first-grade entrants in various sections of the country.

1607
Monroe, Marion. "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," *Education*, 56 (September 1935) 7-14.

Describes a battery of reading aptitude tests and presents the results of studies to determine the relation between scores on the tests and achievement in first-grade reading.

1709
Petersen, Inez B. "The Reading-Readiness Program of the Ironwood Public Schools," *Elementary School Journal*, 37 (February 1937) 438-46.

Describes the steps taken in adapting instruction in reading to the level of advancement of beginning first-grade pupils and reports the progress made by various groups during the year.

2167
Peck, Leigh and McGlothlin, Lillian E. "Children's Information and Success in First-Grade Reading," *Journal of Educational Psychology*, 31 (December 1940) 653-64.

Considers the relation to reading achievement while in the first grade of the range of information possessed by kindergarten and first-grade pupils, their mental ages, reading readiness scores, socioeconomic status, and behavior and personality ratings.

1927
Petty, Mary Clare. "An Experimental Study of Certain Factors Influencing Reading Readiness," *Journal of Educational Psychology*, 30 (March 1939) 215-30.

Studies relation of five factors, including intelligence, Eidetic imagery, skill with reading symbols, susceptibility to illusions, and ability revealed in drawings, to the reading success of 102 low first-grade children.

976
Raybold, Emma. "Reading Readiness in Children Entering First Grade," *Third Yearbook of the Psychology and Educational Research Division*. School Publication No. 185, 98-101. (Los Angeles, California: Los Angeles City School District, 1929)

Reports the results of a study of non-promotion in the first grade and of a program of activity for children below a mental age of 6 years and 4 months.

2171
Ring, Ona E. "Effectiveness of a Reading Readiness Program as Shown by Results of Standardized Tests," *California Journal of Elementary Education*, 9 (November 1940) 91-96.

Compares the progress of two groups of pupils who were the beneficiaries of a reading readiness program with pupils who did not receive such help.

2270
Robinson, Francis P. and Hall, William E. *Concerning Reading Readiness Tests*. Bulletin of the Ohio Conference on Reading, No. 3. (Columbus, Ohio: Ohio State University Press, 1942) 16 p.

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Scott, Carrie M. "An Evaluation of Training in Readiness Classes," *Elementary School Journal*, 48 (September 1947) 26-32.

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Presents the results of a study to determine the relation between ability to match letters at the beginning of a term and progress in learning to read.

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Smith, Nila Banton. "Matching Ability as a Factor in First Grade Reading," Proceedings of the Ninth Annual Educational Conference. Detroit Educational Bulletin, Research Bulletin No. 12, 58-62. (Detroit, Michigan: Board of Education, 1927)

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